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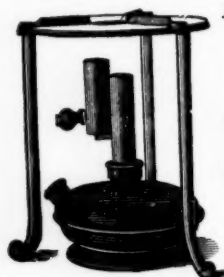
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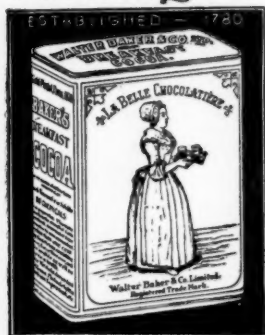
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Educative Instruction.

By Prof. W. REIN, University of Jena.

(Continued from THE JOURNAL of January 18, 1896.)

III. Ways and Means of Educative Instruction.

A DEFINITE PLAN NEEDED.—If instruction chooses so high and difficult an aim, as has been described, in order to secure an influence upon a definite organization of the inner lives of the pupils, it is evident that it will not proceed without plan and reason, lest it fail to accomplish its purpose. On the contrary, it must outline a definite plan for itself, for, as was said by a great German strategist [von Moltke]: "It is worth a great deal to see the aim one strives to attain, but it is worth still more to find the way to its attainment."

IN WHAT THE PLAN CONSISTS.—In our particular field this plan has to lay down two problems:

- A. To give the sketch of the course of study, and
- B. To develop the guiding lines for the proper treatment of the subject-matters.

A. THE COURSE OF STUDY.

Thus, the theory of the course of study stands in the foreground. This treats of two questions:

1. The selection of the subject matters, and
2. The connection of these matters; or
 - a. Sequence, and
 - b. Co-ordination.

I. SELECTION OF SUBJECT-MATTER.

THE PUPIL'S APPERCEPTIVE CAPABILITIES TO BE CONSIDERED.—By reminding ourselves of the aim of instruction, which is the awakening of many-sided interest, we may lay down the following as first rule of guidance in the selection of the subject-matter: *Only that which is able to arouse and secure a lasting hold upon the interest of the pupils can become subject-matter of instruction.* The psychological pre-supposition, however, for all ideas that enter the circle of thought in a way that is sure to effect interest, is their similarity or relationship with the ideas already present in the mind, their being expected by the latter; hence the close consideration of the pupil's power of apperception.

[See the articles on "Apperception," by Dr. K. Lange, in Vol. VI., of EDUCATIONAL FOUNDATIONS.]

The first principle of the selection of subject-matter, accordingly, may be expressed as follows: *Only that subject-matter of instruction is able to deeply and enduringly*

excite the interest of the pupil, which closely corresponds to the juvenile power of prehension [assimilation]; in other words, to the stage of apperception which he has reached at that particular time.

THE PUPIL TO BE THE HEIR OF THE PRESENT CIVILIZATION.—This definition, however, is too general for a right understanding of the problem under consideration. Whence shall we take the subject-matter? The concept of moral character which is the headstone of the education system, here gives a valuable pointer. Within this concept is contained the requirement that our pupil is to self-actively assert himself in life some day; he is to be enabled to participate independently on his part, in the work of the nation. In order to do this he must learn to understand the present of his nation. From this the following requirement would have to be derived: The pupil must be introduced into the present status or the nation's civilization, in order to then find his place where his labor in the sense of a moral personality begins. An analysis of the present culture-treasure would furnish the material which the pupil would have to be taught to understand.

APPARENTLY CONFLICTING PRINCIPLES.—This second principle—transmission of the present culture-treasures—is in direct opposition to the first named which required a consideration of the pupil's power of prehension. How can the formal psychological requirement be harmonized with the material-historical one? The problem solves itself in the following manner:

CULTURE-EPOCHS.—The present of a civilized people shows conditions so complex that it would be folly to at once begin to make the child comprehend them. Interest would be at once smothered by problems which the child is unable to solve. If we now remind ourselves of the fact that the present rests upon the past, we will turn from the intricate and difficult to be understood conditions of the present to the past times with their simpler and more transparent conditions up to the period where we reach the beginnings of our civilization, whence there is a steady progress up to the present. One who is able to clearly survey this development acquires therewith at the same time the best understanding for the different tendencies and problems of the present.

Hence the following advice to the educator: The best introduction to the understanding of the present civilization is secured in that the pupil is introduced into the origin and growth of national work, by placing before his soul in the most perspicuous manner the main turning-points of the same in progressive pictures of culture-epochs through whose contemplation he can be inspired and grow in strength. The development course of the individual is best nourished through contemplation of the development course of the totality

because the interest of the pupil can thereby be awakened and nursed with growing strength.

HARMONIZATION OF PRINCIPLES.—In this demand, accordingly, the formal and material points of view are united. The near in time is to the child the psychologically remote, while the remote in time means the psychologically near. The totality has risen through centuries long, assiduous, laborious effort from the simplest beginnings to the richly organized civilization of the present; thus also the individual proceeds from simple consciousness-contents to ever richer and more perfect thought-complexions.

THE NATION AND THE INDIVIDUAL.—A nation does not at once stand upon the height of its civilization; neither does the individual at once stand upon the apex of his development. Both attain to this height only by struggle and toil; the totality in millenaries, the individual in the short space of his life time; but common to both is the upward climbing and the thought suggests itself to nourish the growth of the individual upon the slowly rising culture-work of the totality, which compressed and turned to account in a pedagogical way affords a series of progressive pictures embodying the necessary culture elements. Pestalozzi sought to find this necessary series; Herbart, his true follower, continued his work.

CONGENIAL MATTER.—Thus the first rule for the selection of subject-matter may be expressed as follows: The individual stages of development are nourished by the culture-elements given in the historical development of the people. That which is worth to be felt, as Goethe says, is brought before the pupil at exactly the moment when the interest for it culminates and the pupils accordingly, are most impressionable. If the offered matters are congenial to the child's mind they are greeted as welcome friends, the work of instruction is carried by the interest and acts in the sense of genuine culture.

ANALOGY BETWEEN INDIVIDUAL AND GENERAL HUMAN DEVELOPMENT.—The course of study in education schools thus, as regards the *succession* of subjects, is founded upon the historic-genetic principle which is found in the idea of culture-epochs. They are the sequence of the assumption that there is a deep-going analogy between the development of the individual and that of humanity in general, an assumption which is upheld by the greatest thinkers. We name only two: Goethe and Kant. The former said: although the world in general advances, youth must always start again from the beginning and, as individual, pass through the epochs of the world's civilization. Kant pointed out that the education of the individual ought to imitate the cultural development of mankind in general following through their various generations.

SUBJECT-MATTER TO BE SPECIALIZED.—It is possible to organize the course of study of educative instruction upon the basis of this idea. It is the task of didactics to project and specialize the outlines for the different kinds of schools. The precipitate of the different periods of development, as it is preserved in science and art, forms the "stuff" for all education-schools. But, according to the limits to which the schools are confined, the setting will vary, being either broader or narrower, as the case may be.

CONCENTRATION NECESSARY.—Thereby it is to be well considered that the educative power of the subject-matters of instruction does not break forth with force until the main series of subject-matter [*Hauptstoffreihen*] are presented in a concentrated form, comprised in

typical and at the same time classical forms, in large divisions mutually connected.

NO DATA-TRAFFIC.—Only in this way are large, unbroken masses of thoughts brought into the youthful minds, out of which a strong interest develops. Moral energy is the effect of large, connected thought-masses, as Herbart rightly says, Where instruction degenerates to a sort of information-traffic, it is very far removed from the aim of educative instruction.

PRINCIPLES OF SUBSTANCE-SELECTION.—The following three principles are deciding for the selection of substance in educative instruction:

1. In the developing human being the pursuit of the development of civilization, represented and apprehended in the light of moral discernment, produces enduring interest. Hence, gradual ascending from the older and simpler to the newer and more complicated conditions.

2. Classical representations from history, literature, and art, which the youthful minds are able to comprehend, are to form the foundation of instruction. Only classical representations invite the pupil to a return, and none but they give to the interest enduring nourishment and a healthy direction.

3. Large, whole [complete], mutual connected subject-matters are alone able to invite participation [sympathy] in sufficient depth and hence to exert a character-cultivating influence.

4. The ascending series of historical main-stages, represented by complete thought-masses in classical form, counts upon a corresponding series of development-stages in the inner life of the pupil.

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* The English titles in this list have been added by the translator.

The Senses in Education.

Training of the Perceptive Power.

By EDWARD BROOKS.*

Mental life begins in the senses. Through the senses the forms and qualities of the objects of the external world enter consciousness and are transformed into knowledge. A child's education must, therefore, begin with the observation of the things of the material world. This is indicated also by the intense activity of its senses in childhood. The eyes of the child catch every object, its ears are open to every sound, and its little fingers are busy from morning to night. Its senses seem hungry for knowledge as its body is hungry for food. The so-called "curiosity" of children is merely the natural thirst for knowledge and points out the pathway of education to the teacher. To repress this spirit is as absurd and wicked as to withhold food from the hungry body. The mental starvation resulting from vicious methods of instruction is even worse than physical starvation.

The result of sense activity is knowledge. In the alembic of the mind by some mysterious alchemy impressions from material things are transmuted into mental acquisitions. This sense knowledge is not only the first knowledge, but it is the basis of all knowledge. Whether all knowledge is sense knowledge, as some philosophers teach, I will not now discuss. The expression, "Nothing in the intellect that was not first in the senses," is a misleading proposition, if not a false one. But that sense knowledge is in a certain sense necessary to thought knowledge—a ladder upon which the mind climbs upward to abstract and general truth—is undoubtedly true.

This activity of the senses in children indicates the true method of primary instruction. The first steps in education should be the training of the perceptive powers. The violation of this simple principle has been the bane of the educational methods throughout the centuries. The teaching of words has taken the place of the teaching of things, and the memory has been crammed instead of the observation being quickened. Words have been taught without ideas, false mental habits formed, mental growth arrested, and youthful minds stunted. Methods of primary instruction have tended to close the eyes of pupils until they have become blind to the facts and phenomena of the world around them. Children are taught to read books, but are unable to read the "book of nature," though it lies before us with open pages. School education so blinds the power of observation that the uneducated man is usually a better observer than the educated. The untutored Indian will trace his way through the forest by the moss on the trees, or pursue his escaped captive by the broken twigs or displacement of leaves that the cultured scholar would never notice. The unschooled negroes of the South were found to be closer observers of natural phenomena than their more intelligent white masters. The habit of going to books for the description of things destroys the power to obtain knowledge fresh from the open pages of nature. I knew a young teacher who in preparing a lesson on a robin went to an English encyclopedia and presented a description of an English robin to a class of children who were amazed at the teacher's ideas of robins, so different from their own, obtained from seeing the American "robin" in the fields.

Teachers should note the difference of perceptive powers among their pupils. These differences are as striking as the differences in memory, imagination, and thought power. There seem to be two classes of minds—the perceptive and the reflective minds. The former may make the eminent naturalist, the latter the mathematician or philosopher. Much of this difference among adults is due to their education. The senses may become sharpened by use and the habit of observation de-

veloped. The great naturalist, is made as well as born. Hugh Miller could turn the rocky pages of his native Scotland and read the geological story as readily as a boy reads his primer. Agassiz could bring a grasshopper before his class and point out scores of interesting facts that the ordinary eye would fail to discover.

Such facts indicate the duties of the teachers of youth. A child before entering school has been learning in the school of nature. It has been training its eyes and ears and fingers, and filled its mind with facts of bird, bee, and flower. This process should be continued when the child enters school. The great chasm between the natural education of the outdoors and the artificial instruction of the school-room should be abolished. The first classes formed in the school should be "seeing classes," "hearing classes," and "doing classes." There should be an "observation class" in every school-room. Lessons upon objects should occupy a large share of the time in primary instruction. Leaves, flowers, minerals, insects, etc., should be the books of the primary schools. The great "out of doors" should be brought into the class-room, or the pupils be frequently taken out for a lesson from the book of nature. The park and the "zoo" should be frequently visited by the teacher and her class. More emphasis should be given to the so-called "Nature studies." The eye should be trained to distinguish colors, including tints and shades. Color blindness is largely due to neglect of proper training in childhood. Teachers should find out which pupils are "color blind" and make special effort to correct the defect. Children should also be taught to observe the phenomena in wind and weather, the motion of the sun, the changes of the moon, the difference between the appearance of the planets, fixed stars, etc. The whole volume of nature should be opened to them with instructions how it is to be read.

The perceptive power should be used in teaching as many of the school studies as possible. Orthography was formerly learned by repeating the letters of the word; the better way is by careful observation of the form of the word. We learn to spell by sight rather than by sound. Thus the deaf, who are usually less intelligent than the blind, are better spellers since they spell by sight rather than by sound. Stamp the picture of the word on the memory and spelling is but describing the picture. The elements of geography should be taught by observing the facts rather than by learning them from a book. The child should see a cape, an island, etc., rather than commit a definition of them. Only the things that are too remote for sight should be learned from the book, and these unknown facts should be based upon observed ones. All the physical sciences are to be taught in the same way. Let there be no more absurd work in requiring a child to commit a verbal description of a bone when a specimen bone to the senses is its own definition. I have known pupils in a high school to go through a text-book on physiology making a high mark at examination, who did not know that the lean meat on the table was largely muscle.

Even composition writing should be taught by observation. Let the child describe what it has seen and thus put its own knowledge and experience into words. Let a pupil "write with its eyes" as the reporter of a paper gains skill in literary work; indeed a school paper with the class as reporter would do more for training in composition than all the grammars and rhetorics ever written. This is the secret of success among the eminent authors of literature. Nearly all great writers have been close observers of nature. Homer shows a sympathetic love of the natural world, and his pages often glow with descriptions of things he must have seen before he became blind. Chaucer begins his famous "Tales" with a charming description of English scenery. Shakespeare must have read the fields of Stratford with a searching and a loving eye for his verse breathes of the freshness of the fields and forest. The streams ripple in his lines, the flowers blush with beauty in his similes, the moonlight falls asleep on a fragrant bank of violets, and his muse "finds tongues in trees, books in running brooks, sermons in stones, and good

* Abstract of a lecture on Educational Psychology by Dr. Edward Brooks, Superintendent of Public Schools, Philadelphia.

in everything." Burns' most exquisite verses were based on his observation, and stream and field and mountain daisy and mouse nest all contributed to his charming muse. Wordsworth, the poet of nature, felt that "the meanest flower that blows can give thoughts that do often lie too deep for tears." The characters of Dickens were largely drawn from his walks through London and its suburbs, and Hall Caine paints in his novels the scenery and people of his boyhood's home in the Isle of Man. It is thus seen that sense knowledge should be made the basis of a system of education. This was the theme of the great educational reformers—Comenius, Locke, Pestalozzi, and Froebel. The application of this principle to elementary instruction is what is meant by the New Education.

Finally, while sense knowledge is in a sense the basis of all knowledge, it is far from being the only knowledge or even the best knowledge. The mind rises in its developments to ideas and thoughts that transcend the objects of the material world. In it arise the ideas of the True, the Beautiful, and the Good, and the diviner ideas of the supernatural and spiritual world. Education is like a temple; we build up mental endowment as we build a grand cathedral like St. Peter's. We lay the foundation in sense knowledge, build up the superstructure with the power of thought, adorn it with graceful columns by the imagination, and last of all throw over it the arching dome of intuition, a crystalline dome through which we may see the stars of faith ever pointing upwards towards immortality, God, and heaven.

The Country School Problem.

Address of President L. D. Harvey, of the Milwaukee normal school, before the Minnesota State Teachers' Association.

"A committee of twelve appointed by the national council of education at its last meeting is preparing a report which, it is hoped, will offer some suggestions for bettering the conditions which now control the schools of the rural districts. A statement of these conditions will make clear the necessity for improvement, and an understanding of them is essential to any solution of them. By contrast with the conditions which obtain in city schools we shall see them in clearer light. In city schools the length of term is from nine to ten months per year. In the country from six to eight months. In the city schools attendance is reasonably regular. In country schools, because of long distances to be traveled and the necessity for work on the farm the attendance is very irregular. Gradation and classification is possible in city schools, concentrating the teacher's attention on a few subjects and limiting class work. In the country schools the teacher is compelled to instruct pupils of all ages and in all subjects in the common school course. City schools are usually well provided with libraries and illustrative apparatus, while the country schools suffer because of poverty, ignorance, or indifference of the school board or the community. The city schools are provided with a supervising head and assistant supervisors. In the rural schools the county superintendent is required to supervise the work of teachers extending from that of a few to hundreds and scattered over an area often of hundreds of miles. In the city the superintendents and supervisors are experienced teachers. The county superintendent may or may not be, as political expediency may dictate. The supervising principal in the city is responsible to the board employing him; the county superintendent to the voters who elected him. Conditions in city life awaken public interest in the efficacy of the local school system. In the country isolation of farm life and lack of an intellectual atmosphere and lack of wealth and interest combine to render the improvement of schools a difficult matter.

"Because of longer terms, higher educational standards, and better pay, the best teachers are absorbed by the cities, leaving the poorer teachers and the more inexperienced to grapple with the more difficult conditions which exist in the country schools. I do not mean to say all teachers in the cities are good teachers and that all teachers in the country are poor teachers, but the conditions are such that the better teachers gravitate inevitably toward the cities and give place to new and untried teachers to fill their places.

"The increasing demand for the establishment of normal schools throughout the United States shows the public recognizes the value of specific training for the business of teaching. Of those who complete a normal school course not one in twenty seeks employment in the country schools. It is a fact, the direct benefit of the normal schools to rural districts comes from the

work of undergraduates who go out to teach after having had some training, and there earn money to enable them to complete a course of study which will render it unnecessary for them to teach longer in those schools.

A comparison of these conditions in city and country cannot fail to show how far superior the schools of the city must be to those in the country. The problem is how to secure better teachers and more effective supervision than is possible under existing circumstances. Better teachers mean more education and special training for the work of teaching. It means better salaries or such an increase of the teaching force as will, under the law of competition, enable communities to secure a better quality of teaching for the salaries now paid.

"As the city schools absorb the entire product of the normal schools and the demand from the cities is constantly increasing, we must look elsewhere for this training. Wisconsin a few years ago sought to solve this problem by giving state aid to the high schools upon condition that the courses of study in those schools should be brought under the control of the state department of education and that these courses should include facilities for instruction in the theory and art of teaching, and provided for an inspector of high schools. This arrangement has resulted in an improvement in the high schools, but so far as the professional work of training teachers is concerned has been an entire failure. In the first place because a comparatively small number of students in the high schools have definitely determined to teach, and consequently do not care to take the work on theory and art of teaching. If this is made necessary to graduation it is done in a perfunctory way, rendering it comparatively valueless. If the principal has not had professional training for teaching and has not been a careful student in the field of pedagogy, the subject is apt to be slighted. Any examination of statistics will show a large number of high school principals who have had little or no professional training on the subject of pedagogy. The idea is strongly entrenched in the public mind that good scholarship is the thing demanded of the high school teacher, and that if he has this he must of necessity be a good teacher. He needs good scholarship and so long as academic branches are the things chiefly emphasized professional training in the high schools will be a farce.

"Occasionally a man will be found with a genius for training teachers. Fortunate are those who receive his training, and fortunate the school that has secured his services. It appears to me we cannot look to the high schools for the training of district school teachers. The growth of the institute system has been in response to a public demand.

"While we recognize their value we cannot fail to realize that they are totally inadequate for the proper training of the body of teachers who attend them. Institutes are needed as a source of inspiration and enthusiasm for the development of professional ideals and aims, and for a general broadening of the teachers' conception of his work. Too often the work is made largely academic and ceases to be in the true sense of the word a teachers' institute, but a short term of school whose chief end is to prepare for the county superintendents' examination.

"The recognized need of better academic training has brought into existence the summer training schools. These under proper conditions are valuable, but they come at a season of the year when it is extremely difficult to do a high order of mental work. So far as it goes it may do good work, but to rely upon it as offering ample training is a serious mistake. I would advocate organizing county training schools for the benefit of the county teachers covering one year's work. I would have the certificate of proper completion of this course, by law, made a third grade county certificate. The attendance at such a school should be limited to about the number of teachers needed each year in the county. The state department should have authority to dismiss any instructor in these schools found to be incompetent. The local management should be in the hands of three members, of which the county superintendent should be ex-officio a member. The state should make provision for paying at least one-half of the expenses of these schools, the remainder to be borne by the county in which the schools are established.

"These schools organized for a special line of work will be attended by those only who wish to prepare for teaching. Such schools would combine the best features of the institute and the summer school.

"There is need of an awakening of public interest in the school at the cross roads, and the rural population need to demand measures to secure better training for their children. Such schools will not affect the attendance at the normal and high schools. The uplift in educational sentiment in the counties where these schools were organized would result in sending more to the high schools and these in turn would supply the normal school and would relieve them of much of the elementary work now required.

BETTER SUPERVISION

is imperatively demanded. Four things are essential to the improvement of the supervision of county schools. First, smaller supervisory districts. Second, competent superintendents as re-

gards educational qualifications, including experience in teaching and executive ability. Third, salaries that will attract and hold good teachers. Fourth, a continuance in office under such conditions as will secure proper relation with other educational interests and independent action untrammelled by political influences.

"An educational qualification should be required of every superintendent. Superintendents' districts should be limited in size to practical supervision. What the country school needs is teachers who can teach pupils to read, and to love to read, and to love to read good literature. To give them such an acquaintance with arithmetic as will fit them for the business of every-day life, a course in history and geography as will give them such a reasonable acquaintance with their own country, its growth and development of its institutions and industries and such a spirit of enlightened patriotism as are necessary to good citizenship; such training in logical thinking as will fit them to grapple with the problems of life, and such power of expression as will enable them to put their own thoughts readily, clearly, with force and accuracy. These I conceive to be the essentials of a common school education, and by focusing upon these rather than attempting to spread out the field of work with the necessary result of diluting the mental products."

Discussion.

Supt. Chapman, who opened the discussion of President Harvey's address, said in substance:

There are three phases of the question to consider--the financial, the teaching, and the supervisory. The apportionment of state funds is as important as that of raising them. As a rule, the district that has a small enrollment has a correspondingly low valuation of taxable property. To remedy this the following suggestions are made: Permit pupils to attend the school most convenient, regardless of boundaries. Whenever the enrollment in any district falls below a point advisable to maintain the school, close it and provide some means of conveying children to and from school in some adjoining district. The closing and reopening of schools should take place at the commencement of the school year. School populations in the country change suddenly very often, so it is not desirable that any school should be closed permanently. Renters change farms and localities, and the school population varies. Apportion state aid in proportion to the number of teachers required. This will place districts on a common footing. Provisions should be made for protecting worthy teachers against those who would teach as a makeshift. Some plan for state certificates should be provided, so that successful teachers who possess adequate scholarship to teach in the common schools and who attend meetings and institutes provided for their improvement would secure certificates valid in any country district. In apportioning state funds some extra inducement should be extended to districts employing state certified teachers.

There is no department of common school work where there is greater need of reformation than in the matter of supervision. Teachers and officers neglect their work, and the county superintendent can do very little about it. A wide-awake state inspector of common schools should be appointed at the earliest practicable date. He, with the county superintendent should have power to revoke or suspend the license of teachers for just cause, and compel negligent school boards to provide suitable buildings, apparatus and books. Besides this, there should be a township inspector, who should work under the direction of the county superintendent and be compensated for his services. These measures would greatly facilitate the work of supervision and would in no wise interfere with individuals or communities willing to extend the advantages of a good common school education to all children.

Assistant State Superintendent Hyde read a paper prepared by State Superintendent Pendergast, who was unable to be present. From this the following statements are selected:

The question, What shall we do for our rural schools? has never been satisfactorily answered. They require help, and their condition is far below that of the city schools in points of efficiency and management, yet these schools have furnished the best brains and muscle of the country, notwithstanding the fact that terms are much shorter, while the disparity in the rate of taxation is appalling. In Minnesota the best buildings are erected and thoroughly equipped for a special tax of three mills on a dollar, while in the rural districts a special tax of 20 to 25 mills is by no means uncommon.

Yet the best scholars in our high and normal schools are those who come from these highly taxed, struggling backwoods and prairie districts. This difference in taxation is too great. The country schools need more justice, not pity. The general government should appropriate \$1 for every pupil who attends school three months in any district in the United States, and the state of Minnesota should increase its state tax from one to two mills.

The Country School Teacher.

(Abstract of a paper by Supt. J. J. Bargen, Cottonwood, Minn.)

The influence of the country school teacher is not limited by the walls of her school-room; it spreads immediately over her whole district and very frequently even beyond its boundaries. And years after she has left the district and quit teaching her influence is still felt in many even far off regions.

Teaching, with its underlying principles, is, of course, the same in all classes of schools, but there are peculiar conditions arising from the environment. Nearly all of us have some acquaintance with the conditions under which the country teacher labors. Many of our districts are settled by people having come from nearly all quarters of the globe. They have brought with them ideas derived from the education, habits, and customs of most remote countries. They compare our form of government and everything else with the things and surroundings under which they were brought up, and in many instances they arrive at the conclusion that the new country ought to be different from what it is. Even people coming from Spain and Russia honestly think that, compared with the schools of their own country, ours are, at best, an unavoidable evil which they uphold and patronize only to the extent and because the law demands it of them. The children in such new neighborhoods speak various languages, but little or no English outside of the school-room. Public sentiment and morals differ widely, and what seems perfectly proper, yes, almost a duty to some of the school patrons, is almost shocking to others.

In consequence of such winds blowing from all directions the thermometer measuring the temperature of harmony and unanimity sometimes very suddenly drops below zero.

Under such conditions the teacher applies for the school. She is engaged for five months at \$30 a month, and gets free of charge all that which she may induce to come through the small windows where, in the place of glass, a visitor sometimes finds a stratum of dust and sometimes a boy's coat or a piece of a set of charts recently bought from some smooth-tongued agent at the remarkably low price for which she would gladly work a whole month. She is given to understand that she receives a big salary, more than she can earn anywhere else, and larger than the district is really able to pay, and that she must, if she gets it, congratulate herself on having secured a boarding place only a mile and a half from the school-house at a price which will still leave her two-thirds of her wages; that she can easily build her own fire, sweep the school-house, clean the grounds and outhouses, and that she must watch the children of the other folks and keep them in good order.

She opens the school with pupils whose number is determined by the conditions of the weather and the cornfields, and from the report of whom the others form their opinion of the teacher and her work. For the first few weeks she may have some pupils and she may have none. During school hours she arranges her classes, she gives out and hears lessons, she teaches new things, and drills what has been taught before, commands and commands, she helps one and all, and is kept busy until her feet threaten to join the strikers and her head is in a whirl. She closes her school at 4 P. M. to begin her work. Subduing herself, she goes to a house, where her most unruly boy lives and speaks to his affectionate mother of her fine children. At another home, she captures her own artistic taste and calls the dwarfish plants very beautiful flowers. She stays to tea, and praises even distasteful bread as the most delicious she has ever eaten.

Sacrificing all her own comforts, her time and even her health to the growth of her school, she increases her enrollment somewhat. But how long do such pupils stay with her? About two-thirds of all the pupils in Minnesota are enrolled in country schools, and ninety-nine-one-hundredths of them never go anywhere else. One-fifth of these do not even spend forty days in a year with her, and five-sixths of them attend the school very irregularly.

She buys a few things herself, and at the end of the second month she finds that after paying her board, reading circle books, educational journal, expense of the summer school, teachers' meeting, etc., the rest of her earnings has become as intangible as many of her castles in the air.

She begins to think of an advance in her salary for next year, but, looking about her she finds that others—as good as she is—have taught several years without much increase in their income.

Would it be strange if—on hearing even a small portion only of all the remarks made concerning her and her work—she would get totally discouraged and begin to feel as though she ought to go, and would go, home if it were not so far from town, etc.

And yet, in spite of all these, and many other dejecting influences, within a few years many a faithful country school teacher has produced marvelous changes in the conditions of just such districts.

The people who immigrated from different countries a short time ago came together at the annual meeting, and, by their discussions, they show that they are all united in the effort to secure a good school for the coming year. A few terms with a good teacher have sufficed to blend many of their diametrically opposed

educational views into conceptions which furnish a fertile soil upon which true educational work can flourish. What seemed to them at first as a means in the hands of the government of this nation to break down their long cherished opinions begins to appear to them as a gem much to be desired for themselves and their children.

Is it necessary to say that tardiness has reached its lowest water mark and that the daily attendance is approaching its high tide, and that parents can hardly keep their children away from the school where previously they found it almost impossible to get them to the school? It seems as natural for the pupils that the neatness of their appearance in dress and deeds must grow, as it seems natural that apples are raised on apple trees and nowhere else.

These future men and women, who could have been seen not long ago on the playground, divided up into small groups of Germans, Norwegians, Danes, Swedes, etc., each party eyeing the other with prejudice, and no one understanding the talk of the others, have not only learned since then from their country school teacher to play together and to chat freely with one another in good English, but, more than that, they have taught them to understand and use the language of sympathy with their fellow pupils. They are no longer Germans, Swedes, etc., but they have been changed into young Americans, who will at the proper time show to the world that they have a real and abiding interest in and are loyal to the flag of this country as any citizen claiming to be a direct descendant of the *Mayflower* people. And what seems more admirable is that all this has been accomplished without disturbing the home life or shaking in any way the child's relation to his parents, their religious views, and their church practice.

And who are these country school teachers that have made such sweeping changes among young and old?

In many cases these heroes and heroines are boys and girls less than twenty-five years old. They have not received the proper training for their professional work, and this scholarship is very often not above the qualification sought and found in the eighth grade. Very few of them have ever looked into a normal school or passed through a high school building. Hardly any of them have any knowledge of the outside world from personal observation.

Until lately the state has done very little for the country school teacher. The county superintendent has visited her once or twice some terms and not at all some other terms; he has sat down with her for about half an hour after half a day's session, and has given her such advice and encouragement as he had, he has confused or helped her as the case happened to be. But besides that and some of his high-flown or wisely-chosen remarks at teachers' meetings, and on a few other occasions she has received very meager help from all sources combined.

And yet it is not a fact that from such weak country school teachers, faithful and true to their charge great men have received their first inspiration to become what the world now knows them to have been in their later years? The highest type of manhood and womanhood has often germinated in the class of a country school teacher.

If this has been effected by the country school teacher of the past what may be expected in the future? What glorious results will we see when all of these teachers will have had an opportunity to acquire all the proper qualifications and training for their work in the school-room, when all the citizens will lend their influence in favor of the educational work in their neighborhood! When each child with his plastic mind and tender soul will daily grow slowly but surely into that fine and so much desired grace of our ideal, by the daily touch of the firm but kind hand of a true and well-balanced country school teacher!

When young, middle-aged, and old men and women on meeting with persons having fine manners and leading gracious lives, will proudly whisper, "Such was our country school teacher." When, on meeting with success in life, people will gratefully say to themselves: "I owe this to my country school teacher."

The Chocolate-Plant.

OUTLINE OF THE EARLY HISTORY OF THE CHOCOLATE-PLANT.

At the discovery of America, the natives of the narrower portion of the continent bordering on the Caribbean sea, were found in possession of two luxuries which have been everywhere recognized as worthy of extensive cultivation; namely, tobacco and chocolate. The former of these has made its way into climates totally unlike that of its early home; the other of these plants, since it cannot bear the low temperature occasionally experienced in our subtropics, is more restricted in its range. The chocolate-plant is confined to the warmer regions of the globe, where it finds the congenial climatic conditions which it enjoyed and still enjoys in its earliest home in America.

The first references to the chocolate-plant and its products are found in the accounts of the explorers and conquerors who followed Columbus. These first descriptions of this singular tree,

of its fruits and seeds, of its uses and the methods of cultivation, are remarkably accurate in all essential particulars.

One of the earliest, if not indeed the very earliest, delineations of the chocolate-tree is in a rare volume by Bontekoe. The engraving, which is here reproduced with fidelity, represents the chocolate tree with its comparatively large fruit or pods borne on the main stem. This might be thought at first to be an error of the artist, but it is in fact a rude expression of one of the most remarkable peculiarities of the plant. As will be shown presently, when a fuller description of the plant is given, the fruits are, as a rule, formed on the older parts. Another interesting feature is shown in the engraving: * the chocolate tree is sheltered by a



larger tree of some other kind near it. We shall see shortly, that this practice of planting a sheltering tree to shade the young chocolate plants for a time, is still kept up wherever the plant is successfully cultivated. It is certainly interesting that this point in cultivation, which might easily have been thought to be accidental or local, was delineated more than three centuries ago. By the natives of tropical America, the seeds of the chocolate-plant, which will be more particularly described in a later chapter, were first roasted and then rudely ground. For this purpose they employed the flat or curved surface of the sort of stone used by them to grind their maize, or Indian corn. In the engraving, one of the most simple mills or flat mortars is seen with its roller. The roller was merely a short, thick stone of a cylindrical shape, which could be used with one or both hands, somewhat after the manner of the common rolling pin everywhere used in kitchens. By this simple appliance, the crushed seeds were mixed with various ingredients, among which may be mentioned spices of different kinds: A modification of this was later used in Spain.

The drinks made from this coarse chocolate were frequently very complex, but the chocolate itself was the chief constituent. It was the custom to beat the mixture into a froth or foam, by means of stirrers, of mallet-like forms; in fact, it is said by some writers that the very name chocolate, is derived from a native word indicating the noise made by the stirring of the beverage.



FROM A PHOTOGRAPH OF A STONE MILL OR FLAT MORTAR.

Thus, Thomas Gage, in his "New Survey of the West Indies," says (under date of 1648), "The name chocolate is an Indian name, and is compounded from *atte*, as some say, or as others, *atle*, which in the Mexican language signifieth water, and from the sound which the water (wherein is put the chocolate) makes, as *choco*, *choco*, *choco*, when it is stirred in a cup by an instrument called a 'molinet,' or 'molinillo,' until it bubble and rise unto a froth."

After its introduction into Europe from America, chocolate was

*The figure in the left of the foreground is said by Bontekoe to represent the native method of procuring fire by rapidly twirling a pointed stick in a groove of a piece of wood placed on the ground.

used at first only as a luxury, but it has steadily advanced in popular esteem until it is now recognized as one of the necessities of life.

It would be interesting to speculate as to the accidents which led to the original use of such beverages as coffee, tea, and chocolate. The earliest employment of the two former is veiled in as deep a mystery as that which surrounds the chocolate-plant. All were used at the outset by what we have been accustomed to call the uncultivated races of mankind, but we cannot surmise what first attracted their attention to these plants. One can only say that by the natives of lands where the plants grow naturally, they have all been used from time immemorial, and that all three are welcome gifts from a rude state of civilization to the highest which exists to-day. By the savages and the Aztecs of America, by the roving tribes of Arabia, and by the dwellers in the farther East, the virtues of these three plants were recognized long before any one of them was introduced into Europe.

There is reason to believe that long before the discovery of America, tea and coffee had been vaguely known to travelers in the Orient as curiosities, much as we do to-day regard the kola-nut and maté, but neither tea nor coffee was then employed as a beverage anywhere in Western Europe. In fact, all trustworthy evidence in the case leads us to a surprising conclusion, namely, That *chocolate was the first of these beverages to attract the attention of Europeans*. This beverage rapidly made its way throughout Europe, beginning from Spain and Portugal, whither its discoverers had brought it. The other beverages, tea and coffee, soon followed, and after a short time became associated together in popular regard.

In a duodecimo work published in 1685, and now very rare, the beverages derived from these three plants are described in a clear and forcible manner. The reproduction of the frontispiece of this book, given above, shows how intimate the association of these beverages was regarded even two centuries ago. It is interesting to observe the distinction made by the artist in the receptacles and cups for holding these three different drinks. On the floor, near the vase, is seen a chocolate-stirrer.

THE NATURAL HISTORY OF THE CHOCOLATE-PLANT.

The chocolate-plant is known to botanists as *Theobroma Cacao*. The first or generic word in this name means *food of the gods*. The genus contains six species, only one of which is generally cultivated. It is probable, however, that some of the seeds which find their way into commerce are yielded by other and wild species. It is, moreover, more than likely that among the numerous varieties of *Theobroma Cacao* now cultivated there may be some hybrids between the different forms.

The plant belongs to the Sterculiaceæ, a natural order containing forty-one genera and five hundred and twenty species. The general habit of the tree is well shown in the engraving.

The seeds of the plant are borne in pods, represented in the illustrations, the former taken from one of the early works on the subject. No. 1 in the first engraving exhibits the ripened pod, 5 and 6 the fruits in different stages of growth. No. 2 shows the pod cut open and displays some of the seeds, while 3 and 4 are the seeds themselves,—the former in its natural state, the latter with the seed-coats removed.



THEOBROMA CACAO.

The pod is irregular and angular, much like some forms of cucumbers, but more pointed at the lower extremity, and more distinctly grooved. It measures in length nine inches to a foot, or even more, and about half as much in diameter. The color, when young, is green, becoming later dark yellow or yellowish brown.

The rind is thick and tough. The pod is filled with closely packed "beans," or seeds, imbedded in a mass of cellular tissue, some-



FLOWERS, FRUIT, AND SEEDS OF THEOBROMA.

times of pleasant subacid taste. The seeds are about as large as ordinary almonds, whitish when fresh, and of a disagreeable bitter taste. When dried they become brown.

The fruits are about four months in ripening; but they appear and mature the whole year through. In point of fact, however, there are chief harvests, usually in early spring, but this is different for different countries.

Cocoa-beans are derived chiefly from the following sources, here arranged alphabetically. A recent author has classified them under two heads, unfermented and fermented; but this classification is very misleading, since it happens that from a few of the places mentioned variable proportions of both sorts are brought to market. Ariba (Ecuador), Bahia (Brazil), Caracas (Venezuela), Cayenne (French Guiana), Ceylon, Guatemala, Haiti, or Port au Prince, Java, Machala, or ordinary Guayaquil (Ecuador), Maracaiba (Colombia), Mararion (Brazil), St. Domingo, Surinam (Dutch Guiana), Trinidad (W. I.), from Africa, the Seychelles, Martinique, and Bourbon, variable amounts are beginning to appear as regular products. It is generally understood that some of the best sorts of South American cocoa are consumed at home and do not find their way, in definite quantities, or as a stated supply, to any foreign ports. Among these are Soconusco and Esmeraldas. At the last French exposition these and other very fine sorts from Venezuela and Ecuador were exhibited. New fields are being opened up in many directions to meet the increasing demand for the product.

THE JOURNAL is indebted to Walter Baker & Company, Dorchester, Mass., for the material for the above article also the accompanying illustrations.

(TO BE CONTINUED.)

Announcement of Association Meetings.

Feb. 18-20.—The meeting of Department of Superintendence at Jacksonville, Fla.—President, Supt. L. H. Jones, Cleveland, Ohio.

Feb. 22.—Connecticut State Teachers' Association, at Hartford, Conn.

Feb. 28-29.—Sixth Semi-Annual Meeting of the New York State Art Teachers' Association at the Teachers College, New York City. Walter Goodnough, Brooklyn, N. Y., Pres.

June 24-26.—University Convocation of the State of New York, Albany, N. Y. Supt. Leigh R. Hunt, Corning, N. Y., Chairman.

July 7-11.—National Educational Association at Buffalo, N. Y. President, Supt. N. C. Dougherty, Peoria, Ill. Secretary, Irwin Shepard, Winona, Minn.

Letters.

"Isolation of Teachers."

I read a very entertaining article in THE SCHOOL JOURNAL of Dec. 28, 1895, first page of the number, regarding the isolation and the non-sociability of teachers. How can it be otherwise?

A teacher with sixty pupils and the following branches to teach could hardly find time for anything else:

A teacher, say of the seventh grade, would have to instruct in reading, spelling, arithmetic, grammar, geography, United States history, music, drawing, penmanship, composition, writing, physical exercises, declamations, nature studies, science, physiology, and all the other things that can be thought of, and piles of papers on the various subjects to examine between sun and sun.

No teacher can meet the requirements of the modern school and give any time to society. Either the studies or the social part must suffer. One would suppose that a teacher could not find time even to die. No teacher from this time on need ever think of going to Heaven, because he will have to break all the commands of the Decalogue. Must work night and day, Sundays not excepted, and finally die and be forgotten. But this is not all. Not only all these subjects to be taught, and piles on piles of papers to be examined and corrected and *marked*, innumerable teachers' meetings to attend, but to keep posted besides on all the subjects put into the schools since the commencement of the Christian era, lest she fail on next teachers' examination to secure a certificate.

I noticed in a late copy of THE JOURNAL that 33% of teachers of the state of New York, holding second grade certificates, fail to "pass" on the next examination. One third of all the teachers' heads, on the next examination must drop into the basket, and the bodies be thrown to the dogs.

An excellent, or a striking example of "arrested development." A softening of the brain, no doubt, from trying to master so many things.

But this is not all. Pres. Eliot and others like him want to add algebra, and geometry, and Latin, and one knows not what else, to this already overloaded curriculum.

It must be enlarged and "enriched."

All these things must be taught in the grades below the high school, and if every pupil is not made exceedingly proficient in all these things, the high school teachers make great complaints about the poor work done by the grade teachers.

The college man who would consider it a hardship if he had to teach more than two subjects in a day, thinks the grade teacher can handle a dozen with ease and find time to swap horses besides.

For the life of me, I cannot see where the teacher is going to find one moment of time for sociability and keep up with the demands made upon him.

It does not matter how thoroughly he was educated, or how successful he has been as a teacher, at the expiration of his certificate he must be examined again, and if his memory is short, off goes his head. He must keep posted not only on what he teaches, but on things that he is never expected to teach.

A strange thing in our modern ways that a young man or woman leaves the training school, high school, or college, secures a second grade certificate and

teaches school two years with unquestioned success, and then at the end of this time is found unworthy of a certificate at all.

If one of these teachers had given any portion of his time to sociability, and not to study he would everlastingly condemn himself for so doing, and would think that his social qualities were his ruin.

J. FAIRBANKS.

Who is to Blame?

In a recent number of THE SCHOOL JOURNAL there was an article regarding "Isolation of Teachers," and, after reading it, I asked myself this question: Who is to blame?

It is true that a great many teachers are isolated, especially in the country districts, but in the great majority of cases they themselves are to blame. Teachers, as a class, are too exclusive. They withdraw themselves from those very associations which would tend to bring them in contact with the living, *moving* world, and give them that active inspiration which is of such inestimable value to the true teacher.

And when it is said that teachers are exclusive, it must not be supposed that their exclusiveness consists merely in holding themselves aloof from the social life of their patrons.

If teachers were never remiss in any other way than this, it would be bad enough; but there is another and deeper consideration. Many, too many, teachers neglect not only their social duties, but they are exclusive to the verge of selfishness, professionally. They care nothing for the methods employed by others, and they regard as preposterous the suggestion that they might be benefited by associating in a professional way with their fellow-teachers. Of course this cannot be said of all teachers, for there are many that are earnest in their work and they honor the profession. But commissioners and superintendents know how difficult it is to instill into the minds of many teachers under their charge the thought that there is such a thing as professional duty in the business of teaching. Those very teachers who would be most benefited by coming into contact with other educators are, generally speaking, the ones who "despise teachers' meetings," "hate institutes," pronounce educational papers "dry," etc.

It is a common circumstance to hear teachers say "I'd never attend an institute if I didn't have to, for I never learned anything yet at an institute." They seem to prefer to isolate themselves from the sympathy of their contemporaries.

They do not win any respect for the profession they are following, for the reason that they are not in touch with the leading minds in the profession,—they are professionally exclusive, and in their isolation they declare that teaching deprives them of social opportunities.

If the people of a community have no respect for a profession, they will not take very kindly to a votary of that profession, and the social life of said votary will not be enviable in that community. But if teachers had more of an earnest, progressive, *professional* spirit, teaching would not be called, as it is by many, a degraded profession, and the isolation of which so many teachers complain would not be often heard of.

Usually there is not an active sympathy between the teachers in village schools and those in the country schools. Village teachers are apt to look down upon country teachers, and thus there is a barrier between them. But if country teachers were compelled to attend to their professional duties as so many of the village and city teachers are, this barrier would almost totally disappear. To be sure teachers living in the country cannot have the opportunities for conferring with one another that are enjoyed by their village fellows, but they, many of them, slight opportunities for bettering themselves. And this leads me back to my first statement,—they isolate themselves, and are thus to blame.

GEO. M. ELY.

Lodi, N. Y.

Editorial Notes.

The N. Y. state central state committee for scientific temperance instruction in public schools has opened a long defense of the Ainsworth law. This committee is composed mainly of clergymen with members of the Y. M. C. A., W. C. T. U., K. D., and C. E. What is the real issue? It is not that the teachers are opposed to temperance teaching; but that the new law parceled out the time to be given so as to overdo the matter at the expense of other studies. Important as arithmetic is the law has never stepped in to tell the teacher how much time should be given to it. A grave wrong was done the teachers of New York teachers when Presbyterian, Baptist, Methodist, Congregational, and other clergymen stepped in and said *without consulting them* "We will tell you how much time we want you to give to the study of temperance." Would such a thing have been attempted with the physicians, the clergymen, the lawyers? Assuredly not. Suppose a law was proposed telling how long people should listen to a sermon (on the plea that it was detrimental to public health to concentrate the attention more than a certain period), say thirty minutes, would not Drs. Hall, Thompson, Ecob, and others have said, we should be consulted? Or if it were proposed to legislate that every case of diphtheria should be treated with anti-toxine would not the doctors say we should be consulted?

This is certainly an educational question, and the educators should have been asked as to the effects of previous teaching. The colonies rose in rebellion, not because a trifling tax on tea was demanded, but because it was put on them without asking their opinions at all. Thirty thousand people, all more than ordinarily educated, all having specific knowledge concerning education, are not to be ignored by any class of men, no matter if they occupy pulpits. The teachers are the friends of temperance, as truly they.

Vol. I., No. 4 of the Transactions of the Illinois Society for Child Study, edited by Francis W. Parker, contains Results of Child Study applied to Education [Letters from eminent scientists.] This important publication will be more fully described in a later number.

People of a small Western town are stirred up because the teachers have told their pupils that there is no Santa Claus. No comment is made here, as THE JOURNAL intends to discuss this matter of respect for the symbolic ideas of childhood in a special article.

One of the encouraging indications of the growth of professional feeling among teachers is shown by their thinking of educational journals at the meetings and sending reports. THE JOURNAL has received so many that if all had been printed they would have filled the paper for months. Next week we shall print the last reports. We take this opportunity to thank our friends for their thoughtfulness.

The Jacksonville Meeting.

Let all who can, attend this meeting in fair Florida. Rates from New York for a round trip are \$50.00, from Washington, \$40. Pullman berth from New York \$6.50, from Washington \$5.

The one and one-third rate will amount to \$38.87.

There are two great routes from the East to Jacksonville.

The Pennsylvania R. R. to Washington, then the great Southern R. R. via Columbia and Savannah.

The Pennsylvania R. R. to Washington, then the great Atlantic Coast Line via Charleston and Savannah.

The editor has tried both of these lines, and he can say they are both first-class, splendid roads. Whichever is taken, the teacher will say this is a "splendid line."

IN JACKSONVILLE.

There are plenty of hotels and usually there is plenty of room. The principal hotels are the Windsor, headquarters of the N. E. A., St. James, Everett, Carleton, Placide; New Duval, Geneva; the last three are \$2.50, the others \$3.00 per day. All except the Carleton are near the opera house where meetings are held. See notices elsewhere.

Leading Events of the Week,

The Monroe doctrine will undoubtedly be presented in all its features in the U. S. senate during the next few days on account of the presentation of a resolution in that body affirming that the United States government deems it "dangerous to its peace and safety for any European power to acquire any more territory on the western hemisphere, either through force, purchase, cession, occupation, pledge, colonization, protectorate, or by control of the easement in any canal or any other means of transit across the American isthmus." Notwithstanding some opposition, the resolution will undoubtedly pass the senate.

It is believed in Seoul that Russia intends to advance her armies into Corea in the early spring.—The river Mekong, it is thought, will be fixed upon as the boundary of British and French territory from the north of Siam to the frontier of China.—During an anti-foreign riot in the Sang-giang prefecture the Roman Catholic mission was destroyed and a Catholic priest murdered.—A council of state in Chile has approved of a bill to be presented to the Chilean congress for the purchase of the Coquimbo railway.—The election in Manitoba resulted in a sweeping victory for the party favoring national schools.—Chief Hagen, of the U. S. secret service, and his agents make a series of important captures.—Statistics show that the exports of American manufactures during 1895 beat all previous records.—The Democratic national convention to be held in Chicago on July 7.—A correspondent in Corea of the New York *Herald* writes that the queen is dead, notwithstanding contrary reports.—Germany on January 18 celebrated the twenty-fifth anniversary of the declaration of the empire at Versailles.—The committee declare that the charges made by Lord Dunraven against the managers of the *Defender* in the yacht race are entirely unfounded.—Brazil asks that Great Britain shall evacuate the little island of Trinidad which she recently occupied for a cable station.

Dr. Levi Seeley's new book, *The German Common School and its Lessons to America* promises to have a very large sale, to judge from the words of approval from prominent educators who read the advertisement of its publication in last week's JOURNAL. Two professors of pedagogics have already declared their intention to adopt it as one of the required text books in their department. A book of this kind has long been wanting in the pedagogical literature of this country. The announcement that Dr. Seeley is the author may be taken as a guarantee that something of exceeding value is to be expected.

The Speakers at the Meeting of the

N. E. A. Department of Superintendence.

Every one who can should attend the meeting to be held at Jacksonville, Fla., February 18, 19, and 20. The program, which is printed in full on another page, is an ideal one and reflects great credit upon President L. H. Jones and the other officers of the department.

The opening session is given to the discussion of problems of supervision by active and successful city school superintendents. Supt. C. A. Babcock, of Oil City, Pa., who presents the first paper on the program, has often appeared before state and national educational conventions and the practical helpfulness of his suggestions has won him many friends. Supts. F. Treudley, of Youngstown, O., and Dr. J. H. Phillips, of Birmingham, Ala., are also well-known speakers and have contributed valuable articles to educational journals. Dr. Phillips has organized a state lyceum of professional reading in Alabama that the visiting state superintendents will do well to look into.

Assistant Supt. Edward C. Delano, of Chicago, appears for the first time before a national body of educators. Supt. H. E. Kratz, of Sioux City, is a more familiar figure; he is the acknowledged leader of the child study movement in his state and has been very successful in cultivating among his teachers a professional spirit and an interest in pedagogical literature.

"Courses of Pedagogical Study as Related to Professional Improvement in a Corps of City Teachers," is the subject wisely assigned to Supt. W. S. Sutton, of Houston, Texas. No better man could have been chosen to discuss this important problem. THE JOURNAL has several times had occasion to call attention to his successful inauguration and maintenance of a systematic study and discussion of pedagogy in the meetings of his teachers. The practical results of his work in this direction are described in his last annual report, which city superintendents will find quite a helpful document. Supt. E. H. Mark is a conservative man, under whose administration the Louisville schools have steadily prospered.

Prof. B. A. Hinsdale has always something good to say on pedagogical questions, always taking a prominent part in national educational councils and battles, one of the Nestors of the N. E. A. Supt. Lawton B. Evans, of Augusta, Ga., is chairman of the sub-committee on supervision of the "Committee of Twelve" on rural schools. He is a vigorous worker and an interesting speaker. "Evans, the hustler," some one has tersely characterized him.

Those who have heard of the idea of a great state pedagogical college for New York will know why President J. G. Schurman, of Cornell university, was chosen to speak on "The Vocation of the Teacher." It originated in the active brain of Dr. Schurman.

It is a pleasure to see the name of Professor Edwin A. Alderman, on the program. He holds the chair of pedagogy in the University of North Carolina and is thoroughly imbued with the spirit of modern education.

The *piece de resistance* is expected to be the address by Dr. William T. Harris on "The Necessity for Five Co-ordinate Groups in Course of Study." Our commissioner of education is in the best of fighting trim and the Herbartians will have to bring their heaviest guns into the field to get at him. He stands to-day unrivaled in philosophic depth of conviction, critical insight into the master-works of scientific speculation, and rhetorical skill in the dialectics of discussion.

Dr. Herman T. Lukens, docent in Clark university, is, as G. Stanley Hall justly writes of him, "one of the most accomplished and promising men in that choice group of young Americans who have studied education in a post-graduate and professional way in Europe and at home, and have deliberately chosen the work of teaching pedagogy as their calling." After the enjoyment we got from the reading of the articles by Dr. Lukens in educational journals during the past year, and particularly from his most excellent "contribution to pedagogical psychology on the basis of F. W. Dorp-

feld's monograph, '*Denken und Gedachtnis*,'" or as the title reads, "*The Connection between Thought and Memory*," recently published by D. C. Heath & Co.—this characterization of Dr. Hall's is most heartily endorsed. After such a strong introduction it seems hardly necessary to add what the Jacksonville meeting may expect of Dr. Lukens.

The views of Supt. C. B. Gilbert, of St. Paul, Minn., on correlation of studies are known to most educators in this country. He was a member of the Committee of Fifteen and his dissent from the report by Dr. Harris is printed in the memorial document presented at the Cleveland meeting last year. THE JOURNAL has also had contributions from him on this subject and last year at Denver he was a prominent advocate of correlation. The subject assigned to him at Jacksonville, no doubt, will draw out some valuable practical hints, as he has had an opportunity to thoroughly test his views in practice. His paper will be discussed by Supt. W. P. Burris, of Bluffton, an Indiana educator who has not been heard before this in national meetings.

President Charles De Garmo, of Swarthmore college, Pa., is a familiar figure in pedagogic debate. He is a leader in the field of scientific pedagogics and stands in the front ranks of the advocates of educative instruction. "Concentration of Studies as a Means of Developing Character" is the subject nearest to his heart, and it is this that he will discuss.

Dr. E. E. White is one of the giants of old and one of the most favorite speakers on educational topics. He has addressed national conventions, state meetings, and institutes in nearly every part of this country and his work in summer schools is also well-known. His "Elements of Pedagogics" and his most practical book on "School Management," are to be found in thousands of teachers' libraries and his school books also are widely used. Many will be particularly interested to hear what his opinions on the correlation problem will be. His paper will be discussed by State Supt. S. N. Inglis, of Illinois, a scholarly and vigorous worker who has not taken part in national councils before this.

"Organic Relations in Human Learning" is the subject on which Dr. W. N. Hailmann, will speak. The wonderful success of his educational labors at Laporte, Ind., is too fresh in the memory of American teachers to need any further comment. He is at heart a thorough Froebelian and the power of his influence is in more than one way attested to in the development of the kindergarten idea in America. Through him new life has been infused also in Indian education and the changes that have taken place in the character of work in the United States government schools are remarkable. Prin. J. M. Guillems, of the Jasper normal school, Florida's pushing educational worker, will discuss Dr. Hailmann's address.

"Some Practical Results of Child Study" will be presented by Supt. A. S. Whitney, of East Saginaw, Mich., who keeps closely in touch with progressive educational movements.

Wednesday evening, Feb. 19, will bring out two men whose names are known to all who are at all acquainted with education on this continent.—Inspector James L. Hughes, of Toronto, Canada, and Col. F. W. Parker, principal of Cook county, Illinois, normal school,—soon to be, so all friends of the colonel and of his great reform work hope, principal of the normal school of Chicago. "The Influence of the Kindergarten Spirit upon the Public Schools," will be the subject of the evening. The influence on Higher Education will be discussed by Inspector Hughes; on "Elementary Schools," by our colonel. Mr. Hughes was greatly missed at the Denver meeting of the N. E. A., and all will be glad of the opportunity to hear him. As to Col. Parker he is always "in order" and everybody is in good spirits when he is around. Some day, "The Influence of Col. Parker's Ideas and Reform Work on Elementary Education," will be on the program, and let us hope that he will live to hear how his stirring advocacy of the rights of childhood are appreciated, that it will not come "ower late,

ower late," as Jamie says in "Beside the Bonnie Brier Bush;" "Oh, if they had githered like this juist aince when he wes livin', an' lat him see he hedna laboured in vain."

Miss N. Cropsey, of Indianapolis, is one of the most prominent leaders among the women teachers and the first woman to be chosen as an officer of the National Council of Education. Miss E. C. Davis, of Cleveland, has been heard in national meetings before this and her papers are counted as highly valuable. Dr. Arnold Tompkins, professor of pedagogics in the University of Chicago, is much in demand as an institute lecturer, and his books on pedagogics have been widely read.

Supt. Louis F. Soldan, of St. Louis, was at one time president of the N. E. A. His signal success as principal of the St. Louis high school well qualifies him to handle the subject assigned to him. President Joseph Swain, of Indiana university, is also a well-known speaker, who has often taken part in the discussions at national educational gatherings.

President James H. Baker, of the University of Colorado, is the Father of the Committee of Ten, of which he was also a member. Supt. O. H. Cooper, of Galveston, Texas, is one of the leading city school superintendents and was one of the Committee of Fifteen.

The "Round Tables" on city, state, and county superintendencies are all under the leadership of strong men: Supt. James M. Greenwood, of Kansas City, Mo.; State Supt. Charles R. Skinner, of New York; and Supt. Joel D. Mead, of Duval Co., Fla.

The National Herbart Society will hold a round table session, over which Prof. John Dewey, of the department of philosophy in the University of Chicago, will preside. This is the first time Prof. Dewey takes an active part in the discussions of the society and many will want to hear what stand he will take. His book on "Psychology," is one of the best works of the kind in the English language. He is also co-worker with Dr. McLellan, of the University of Toronto, on "The Psychology of Number," a work recently published in the International Education series, of which the first edition was sold in a few weeks.

Dr. Edward R. Shaw, dean of the New York University School of Pedagogy, presides over the round table on "Spelling Reform." He is a clear pedagogic thinker who should be brought before one of the general sessions of the N. E. A. His lecture at the recent meeting of the Illinois State Teachers' association was an excellent piece of work. His ideas on "What Constitutes Professional Training of Teachers," or on "Motor Activity as a Pedagogical Principle," would probably show him at his best, though he has written valuable and widely-read books belonging in other fields.

Finally, Dr. J. M. Curry has for many years taken an active interest in the educational growth of the South and his address on "Some Educational Questions Pertaining to the New South," will be of general interest to the visiting educators as well as the people of Jacksonville. With such speakers the Jacksonville meeting cannot fail to prove a success. Do not miss it if you can in any way make it possible to go to the Sunny South for a week. The full program and other announcements will be found on page 97.

The National Educational Association will hold its next annual meeting at Buffalo, N. Y., July 3 to 10, 1896.

In my judgment the work at the Wisconsin state association was the most practical and forceful of any educational meeting of late years. There is great danger from Dr. Harris and his committee that the college or university shall squat on top of the common schools and thus take the soul and life out of them.

Clinton, N. Y.

E. P. POWELL.

"Oh, wad some power the giftie gie us,
To see oursel's as ithers see us."

ST. PAUL.—The state superintendent and the attorney-general of Minnesota have been engaged over a weighty subject. It appears that in a certain school in a certain town not far north of this city, specimens of *pediculus humanus capitis* appeared on the head of some of the children. The teacher informed the parent that the parasites must be expelled from school, as all the children were menaced by the enemy. The irate parent denied the charge, and suggested that the teacher's vision must have been impaired by looking upon "the wine when it is red." The teacher carried the trouble to the school board, who took council together, and decided that they must investigate. Having no precedent in the annals of the school and being in doubt how to conduct a case of this kind, they appealed to the state superintendent of public instruction, who called in Attorney-General Childs, who after due consideration which became so grave a matter sent his opinion, part of which we print:

"While not disposed to captiousness, it is proper to suggest that the matter should, with due regard to the proprieties of official conduct, have been referred either to the public examiner, the state entomologist or the state agricultural society, which will no doubt refer it to the member from Austin, who is, I believe, chairman of the committee on live stock.

"I deem it unnecessary to state the focus in quo, as this department cannot take cognizance of sections or individuals in determining personal rights under the laws of the commonwealth.

"The real question, therefore, would seem to be: Is a youth whose flaxen locks are inhabited with that species of live stock known to the scientific world as *pediculus humanus capitis*, to be regarded in the light of legal precedents and common law principles, inimical to the cause of education? I am prompted to digress in order to inquire what had been the effect upon the distinguished men who shine in the history of our country, if the affirmative view had obtained with boards of education and school directors during that period? Would the people of Minnesota, for instance, now be enjoying the profundity of your wisdom and the wealth of your learning, if such a view had dominated the educational policy of the people of your native state fifty years ago?

"In treating such a question, our mental vision must not be obscured by the prejudices of a single school district. The question must be viewed in the light of the past, with due regard to the welfare of the present and its bearing upon the unborn generations of the future. The habits of the animal in question are so well known as to require no explanation at this time. Its movements are open and above board, and it is as marked in its characteristics as any other personal property within the possession of the average American citizen. Its migrations are deliberate and actuated by the same laws which have determined ethical movements throughout the world's history. The mere fact that it passes in its peregrinations from caput to caput does not characterize it as either infectious or contagious. In this regard it is clearly distinguishable from the invidious approaches of the microbe. Its eradication, as you are aware, is as easily effected by mechanical as medicinal remedies. Among the bright pictures hung upon the walls of memory, none is more conspicuous than that of a resolute mother, armed with a fine-tooth comb, bent on the destruction of the hosts which had taken up their abode upon the head of her prattling cherub.

"Without extending this communication to undue limits, I would suggest that the action of the board be held in abeyance until the heads of the aforesaid children can be officially examined. If it be determined that they are invested with only an average number of the lice in question, it would, in my judgment, be ill-advised to resort to the extreme measure of expulsion. If, however, the number thereof is found to be too great to afford proper nourishment and sustenance thereto, as to bring the case within the penal statutes of this state against cruelty to animals, the board of education would be justified in taking requisite steps to redress the evil."

Assistant Attorney-General Edgerton, whose opinion was also asked, said that he agreed with the conclusions reached, but not with the reasoning on which it is based.

LOOK AT BOSTON.

CINCINNATI.—The cost of the schools for the year beginning June 1, 1895, and ending June 1, 1896, is set down as \$936,019.74. Of this the teachers receive \$616,048.74. Boston, with a population not twice as large as Cincinnati, pays about three times as much for her schools, or \$2,810,000, of which \$1,699,000 is expended for teachers' salaries.

A SCHOOL FOR RUSSIAN JEWS.

NEW YORK CITY.—The Baron de Hirsch trade school on East 9th St., had an interesting exhibit of the work done by its Russian pupils in their five weeks' course. The instruction in this school is thoroughly practical aimed to give Russian immigrants a fair command of the English language, oral as well as written, and to teach them some bread-winning pursuit, such as carpentry and joining, printing, forging, etc. A most interesting testimony of the earnestness and industry of the pupils and teachers was the exhibit of a miniature, but complete house, representing the practical application of the various divisions of instruction in manual work. The English exhibited compositions were surprisingly good. The description of the course of language study furnished by Mr. Boris Bogen, the teacher in this department, explained the steps taken to bring about these results. Mr. Bogen is himself a Russian, who came to this country two years ago to study pedagogics in the New York University School of Pedagogy, in which he is still enrolled. His articles on Count Tolstoi in THE JOURNAL will be remembered by many readers. Another article describing Tolstoi's plan of teaching composition will soon appear.

Physical Training and Other Subjects.

California Teachers' Association.

Oakland.—The twenty-ninth meeting of the State Teachers' Association was held Jan. 2-4.

The report of the committee on manual training emphasized the fact that manual training is the cultivation of the character through constructive activity. A history of manual training in American schools was given, and the report concluded with the following recommendations:

"The teacher of elementary manual training must also be available as the teacher of the common school.

"The special teachers and supervisors of manual training in other elementary, secondary, and normal schools must get their training in specialized institutions.

"This opportunity for the preparation of teachers must be provided before the best manual training will come to be a common thing.

"Until the coming of this day none but teachers in the truest sense of the word shall be admitted to the manual training rooms.

"Finally, for the inauguration of work in manual training, teachers of special skill and wisdom are demanded."

Walter J. Kenyon, of Stockton, gave an address on "What Has Been Done in California in Elementary, Secondary, and Special Schools?"

"Intellectual training should be counter-balanced by physical training, because a boy whose mind is unduly educated will become a forger instead of stealing a loaf of bread."

"Girls receive as a rule a different manual training from that given to the boys. The former having sewing, wood carving, and cooking; the latter the bench work and the woodshop. This difference is of importance, as it teaches the distinction between manual training and trade teaching. Cooking and sewing are almost universal functions in the women's world. It is then but just that girls should be educated in these branches. In teaching a girl this we make her a typical woman. In teaching carpentry it is different. The number of carpenters is a small portion of the laboring class. It is the same in other branches of trade.

"How is it then that bench work is the most popular branch of manual training? The only reason is that this work is more easily adapted to the powers of the student. But of course wood work does not stand alone. Manual training is generally believed to be a new thing. This is far from the fact. Thirty years before George Washington's time this branch of education existed. It would not be difficult to prove that manual training is the oldest branch of popular education."

James A. Addicott, of San Jose, spoke on "The Recommendation of Courses Desirable and Feasible for Country Schools."

"The physical activities of the child have not been utilized as they should be in the acquisition of learning. The time has come when manual training is recognized to be conducive of intellectual development. Manual training as treated in this report includes bench work, paper-cutting, etc. Your committee recommends a specific course in each branch. In addition to the state course of instruction we recommend a fifth course of manual training and drawing. Up to the seventh grade the simple line of work should be followed, gradually leading up to the higher ways of art as the artistic instinct is developed."

Walter N. Bush, of San Francisco, read a paper on "Courses Desirable and Feasible for Secondary Schools."

"It is thought that in all cities of 15,000 inhabitants and over there should be manual training in the high school. The committee thought that the expense of an outfit for manual training could be supplied for \$8,000. If a complete equipment could be secured at such a figure it would be possible to satisfy any reasonable man of the wisdom of the outlay. On account of the expense involved the committee did not desire to recommend the establishment of independent manual high schools. If the citizens of California are to keep pace with the schools of the East they must pay more attention to training in the secondary classes."

P. W. Search, of Los Angeles spoke on "The Ethics of the Public School." Among the ethical factors in the public schools are employment, discipline, habit, association, study of good literature.

"The most powerful factor in ethics is motive. It is the fundamental element in the true education and development of character. The child who is taught to work for a prize is bribed and in that sense corrupted. He does not love the work for itself, or for its true end, but for reward. The stimulus of place and percentages and rewards of merit obscures the real object and makes the means the end. Knowledge in itself may be made attractive and an incentive in itself.

"There must be utilization of the will or there will not be determination of character in the child. It is not so much a question of the Bible in the school, but a teacher with Bible in her heart."

Prof. Griggs, of Stanford, said that for ten centuries self-sacrifice had in itself been considered a virtue. We see now that true virtue lies in the harmonious development of the whole man.

Prof. Harrison, of Berkeley, said: "I protest against the idea of duty so far that any desire for self gain is regarded as wrong. Morality consists in recognition of rights just as much as the recognition of duty. The man who does not defend his own rights is not a moral being. Why should we stigmatize the desire for honorable distinction?"

Mr. Search replied to this that the highest morality consisted in the discharge of duty from choice.

Thomas P. Bailey, Jr., of Berkeley, spoke on "Education of the Human Animal." Education is for the nurture, not for the suppression of the impulses of the human being. Instincts are not innately bad. More importance should be given to personality in teaching.

Prof. T. D. Wood, of Stanford, read a paper on "Hygiene in Education." Man is the organically the most unsound of all animals. He should be educated in hygiene till he can look other animals in the face without being ashamed of his physical development. Hygiene in education means that a child must be taught how to care for its own health.

"The Physical Training of Girls," was treated by Miss Carrie B. Palmer, of Oakland. Physical training has been regarded as unnecessary for girls. The life of a girl when she reaches her period of greatest growth has been regarded as one of restraint and artificial conditions. One of the objections to gymnasium training for girls is that they get exercise enough in housework. The aim is symmetrical development, so that the woman may be able to work without strain to her body. It must be realized that this work is an essential part of education.

Supt. J. W. McClymonds, of Oakland, spoke on "The Sanitary Construction of School Buildings." The selection of a site for a school-house is of great importance. It should have a sunny exposure and the land should be dry and well drained. The building should throw as little shadow as possible upon the playground. The health of pupils is greatly injured by improper construction and arrangement of desks. The speaker invited the teachers to inspect the system of ventilation in the Oakland high school.

South Missouri Teachers' Association.

CARTHAGE.—The eighteenth annual meeting was held here Dec. 26, 27, 28.

J. D. Elliff, of Joplin, spoke on "A Plan for County Supervision." He said there was a want of unity between the university and the normals, and that the influence of the state superintendent is not far reaching enough. Out of the 14,000 teachers in the state, only 352 were normal graduates, and 552 held state certificates. The state should require a certain standard, and the teachers should act together to secure county supervision.

Prof. C. C. White, of Peirce City, speaking on the subject of "State Institutes," said that the temporary teacher should be entirely eliminated. The two most important agencies in the preparation of teachers are the normal school and the county institute. He advocated the plan for state institutes now in vogue in Pennsylvania.

Supt. Cary, of Bolivar, made the statement that the average teaching period in this state is two years. The remedy for this, he thought, was to raise the standard of qualifications for teaching.

Prof. Holiday, of Warrensburg, spoke on "The New Geography." The aim of geography teaching should be to give the child a love of nature and to put it in sympathy with nature. The pupils should be taken to the fields and led to discover the unknown from their knowledge of known things. The officers for the ensuing year, are: President, W. T. Carrington, of Springfield; first vice-president, John Turrentine, of Marionville; secretary, C. C. White, of Peirce City; treasurer, J. M. Stevenson, of Neosho.

DES MOINES.—The forty-first annual session of the Iowa State Teachers' Association met here December 31, and January 1 and 2. It was the largest gathering in the history of the association, there being over a thousand in attendance.

Supt. H. E. Kratz, of Sioux City, chairman of the first year committee, read the report which answered the problem, "How Can We Best Unify the Entire Educational Forces of the State for the Promotion of Popular Education?" The departments are as follows:

I. What is popular education?

Popular education means the education of the masses for good citizenship, noble manhood and womanhood, and happiness, and should reach, in its ideal perfection, every child in the state and render him intelligent, virtuous, capable of self support, and happy.

II. What do the entire educational forces of the state include?

All educational institutions under state control, state university, agricultural college, normal schools, industrial schools, schools for unfortunates, normal institutes and city and county schools, besides denominational colleges, academies, parochial schools, private normal schools, business colleges, etc., with all teachers, parents, school officers, and school boards; in a general sense the press, the family, church, and society.

III. Where do they lack unification?

1. Lack of co operation and too much competition in attempting to do the same work rather than attempting to do only the lines of work for which each is best adapted.

2. Lack of uniformity in the conditions of admission to colleges; but more especially to the lack of uniformity of standards and grades of high schools.

3. Lack of a central executive power having greater authority.

4. Lack in power to compel attendance upon our schools.

5. Lack in uniformity of requirements for professional recognition.

6. Lack of interest on the part of many parents and officers.

7. Want of better laws regarding the qualification of superintendents.

8. Lack in character of instruction given at normal institutes.

The second topic was as follows:

IV. What is the best way to unify the educational forces?

1. Adopt, at least, one course of study in high schools, which will have the same subjects arranged in the same order and time, so that a two of

three years' course will parallel a four years' course, as far as it goes. Also, secure, on part of colleges, the acceptance of all high school work, as far as it goes.

2. By creating a state board of education.
3. By enacting a compulsory education law.
4. By making requirements to enter the profession of a higher and more thorough character.
5. Make a system for the state school, which shall have unity of purpose, and all private and denominational schools will fall into line as nearly as possible. Create a board of commissioners, which shall have power to supervise the teaching of all the state schools, establish standards for all the schools, from the lowest to the highest, so that a child starting in the country school, can finish in the university.
6. Enter upon campaign of education with parents and school officers. Hold directors' and parents' meetings everywhere. Let teachers attend to listen.
7. Let all plans of unification begin at the bottom, the primary school; to that fit the grammar school; to the grammar school fit the high school; to the high school fit the colleges.
8. Give the superintendent of public instruction greater authority, a larger working force, and larger appropriations for his use, so that the schools of the state may come into closer contact and receive more help from their head.
9. More normal schools are needed to secure adequate professional training for our teachers, and thus more nearly unify methods of teaching.
10. Raise the qualifications of the county superintendent. Require him to hold a state certificate, or life diploma.

Sections I., II., and III., of the report were adopted; IV. was postponed.

Motions were carried (1) to issue a circular letter of county and city superintendents urging the importance of child study. 2. To ask the state superintendent to request county superintendents to have child study taught in normal institutions.

Probably two of the most interesting papers given in the general association were on "Our Common School System: Its Defects," by J. F. Sessions, of Waterloo; "Its Remedies," by F. B. Cooper, of Des Moines.

The following is the final report of the third year committee.

I. STATE TRAINING SCHOOLS FOR TEACHERS.

1. There was absolute unanimity in the opinion that the great need for trained teachers demanded that the state should establish other normal schools, similar to the present one, and that the twenty-sixth general assembly should be urged to make provision for the early opening of at least one more such school.
2. There was almost unanimity in the opinion that there should also be additional provision made at once for a grade of training schools for elementary teachers alone, the course of study for which shall be specifically planned to reach the necessities of the 15,000 inexperienced and poorly qualified young persons who will find their way into the rural and village schools of the state within the next two years. These schools should be organized so as to unite local and state interests and should include a system of support by a plan of payment on results.

II. BETTER METHODS OF DETERMINING QUALIFICATIONS OF APPLICANTS FOR AUTHORITY TO TEACH.

The sentiment of the committee, as far as ascertained, is in favor of legislation that will make more efficient than the present system can give, the issuing of county teachers' certificates. The plan preferred would result in more surely rejecting the incompetent and would relieve the county superintendent's work to such an extent as to strengthen the office and enable such officer to devote himself more strictly to the duties of actual supervision.

III. RECOGNITION OF SPECIAL TEACHERS.

The sentiment of the committee, as far as could be ascertained, was in favor of extending the power of the state board of educational examiners, so as to enable it to grant state certificates to special teachers, such as high school department teachers, vocal music teachers, drawing teachers, first primary teachers, etc., not now taken into consideration by our present laws.

IV. INSTITUTE TEACHERS.

The committee is also of the opinion that there should be such legislation as would protect the interests of the teachers of the state so far as the county normal institutes are concerned, so that the appointment of any other than superior institute instructors would be impossible. Since the state regularly taxes the teachers who maintain these normal institutes, it seems that simple justice would exact that they should be protected at all times from imposition.

The most important subject under discussion at the Superintendents' and Principals' section was as to which would be the better for the teacher—study of psychology or study of literature. It was admitted by the majority that one was as important as the other, and that the study of one with the exclusion of the other would not do for the highest success of the teacher. Much time was spent on this subject.

The next topic of discussion was, "How Can All the School Branches Be Made to Contribute to the Language Drill?" It was maintained that correct forms of expression must be demanded by the teacher in every recitation on whatever subject. Every branch can thus be made of value in language teaching, by getting the pupil to place the thought of his subject clearly in mind before trying to express himself, and then insisting that he shall speak in correct English. Clear thinking is necessary for clear speaking; attention should be given to all the spoken and written work of pupils. At the same time it was not considered wise to correct a pupil in the midst of a recitation.

(TO BE CONTINUED.)

Bible Reading in the Public Schools.

CHICAGO.—A petition is being circulated by the Woman's Educational Union asking that the Bible be read in the schools in "non-sectarian manner." Sixty thousand men and women are said to have signed the petition. Letters of endorsement have been received from President Harper, of the University of Chicago, Cardinal Satolli, Dr. Paul Coene, and Dr. Kohler for the Jewish congregation of New York, Bishop Fallows of the Methodist church, and many others of various faiths and denominations. It is proposed to have selections from the scriptures prepared by a committee representing the various churches.

Child Study Reports

From a lecture by Dr. Monteser. (See JOURNAL of January 18, page 71.)

G. W. (I. 533) born 1885; entered our kindergarten at the age of four, was promoted to the different grades of the school, and is now in fourth. Until about two years ago he was reported as a good child, somewhat slow, but willing and obedient. Then there seemed to be a decided change, the child became irregular, inattentive, lazy, disobedient. At the beginning of the present year her class teacher reported that she could not do the work of the class in English and arithmetic, either because of stupidity or laziness. She acts in a very silly manner, and plays most of the time. Other teachers confirm this statement. The only one who is satisfied with her is the teacher of manual work; all others agree that she is incapable of answering the most simple questions, and that she makes no effort.

The physician's examination gives the solution of the mystery. The girl is a mouth breather, which condition is caused by an anoid vegetation in her nose; she has enlarged tonsils, which must be removed, suffers from headache and so on. A slight deafness quite accounts for her inability to answer simple questions, as well as for her inattention and her tendency to play, which is simply an outlet for her childish activity which finds no scope in the school-room.

To show another typical case in which the physician had to come to the help of the teacher, I will mention the following: A little boy of six came to us this fall. He had attended a kindergarten down town, and was put in our first grade. He soon showed some very queer manners, such as "scurrying around in his seat, spreading his legs over the desks at recess," etc. Now this boy, who comes from a good American home, must have caused his mother a good deal of trouble, and yet the question on the enrollment blank, "Is the child's general health good?" was answered "yes." The school physician who was consulted diagnosed chorea and general nervous disorder, and the child will probably have to be taken out of school till a cure is effected.

Instead of marking the standing of the child by figures or percentages, we try to express his conduct, diligence, attention, and progress in studies by appropriate words, marking the strong qualities, and calling attention to his deficiencies. Finally, when the child graduates from our school we dismiss him with a final report, summing up his character and attainments in each of the final school studies.

A boy of twelve who had evidently been misunderstood by his own friends and, previous teachers, came to us with the reputation of being stupid, lazy, and morally defective.

We endeavored to study this child and see if we could not touch him in some way in which he had not been touched. We were in a fair way to succeed with him, when, to our great surprise, he was taken out of our hands. It seemed that some miracle of transformation had been expected, and as it could not be effected immediately, disappointment was the consequence.

This year we are supplementing the work in observations by syllabi, by a kind of graded course in observation. It begins with a syllabus on temperament. Each student wrote out an analysis of her own temperament, and also that of another member of her class. In order to insure independent observation the name of the person on whom the student reported is not made known to anyone. Thus two entirely independent characterizations of each student were obtained, one by herself and one by one of her classmates. These were then compared and discussed in class. After this certain children in the kindergarten were assigned to the whole class for observation, according to the same syllabus and the papers handed in were again compared.

Program of Department of Superintendence.

TUESDAY.

Opening exercises and matters of business.

Problems of Detailed Supervision.

2. "What is the True Function or Essence of Supervision?" C. A. Babcock, superintendent of schools, Oil City, Pa. Discussion: Supt. F. Treudley, Youngstown, Ohio, Supt. J. H. Phillips, Birmingham, Ala.

2. "What is the Best Use that can be made of the Grade Meeting?" Edward C. Delano, assistant superintendent of schools, Chicago, Ill. Discussion: Supt. H. E. Kratz, Sioux City, Iowa.

3. "Courses of Pedagogical Study as Related to Professional Improvement in a Corps of City Teachers." W. S. Sutton, superintendent of schools, Houston, Tex. Discussion: Supt. E. H. Mark, Louisville, Ky.

How Shall the Best Schools be brought to the People in the Rural Districts?

1. "Some Social Factors in Rural Education in the United States." B. A. Hinsdale, chair of pedagogy, University of Michigan. Discussion by the members of the committee on rural schools, led by Supt. L. B. Evans, Augusta, Ga., chairman sub-committee on supervision.

EVENING ADDRESSES.

"The Vocation of the Teacher." J. G. Schurman, president Cornell university, Ithaca, N. Y.
 "The University and the State in the South." Edwin A. Alderman, chair of pedagogy, University of North Carolina.

WEDNESDAY.

Co-ordination, Correlation, and Concentration.

1. "The Necessity for Five Co-ordinate Groups in Course of Study." W. T. Harris, U. S. commissioner of education. Discussion: Herman T. Lukens, Clark university, Mass.

2. "What Correlations of Studies seem Advisable and Possible in the Present State of Advancement in Teaching?" C. B. Gilbert, superintendent of schools, St. Paul, Minn. Discussion: Supt. W. P. Burris, Bluffton, S.C.

3. "Concentration of Studies as a Means of Developing Character." Charles De Garmo, president of Swarthmore college, Pa.

1. "Isolation and Unification as Bases of Courses of Study." E. E. White, ex-superintendent of schools, Cincinnati, Ohio. Discussion: S. N. Inglis, state superintendent of public instruction, Illinois.

2. "Organic Relations of Studies in Human Learning." W. N. Hailmann, superintendent of Indian schools. Discussion: J. M. Williams, principal of normal school, Jasper, Fla.

3. "Some Practical Results of Child Study." A. S. Whitney, superintendent of schools, East Saginaw, Mich.

The Influence of the Kindergarten Spirit upon the Public Schools.

"On Higher Education." James L. Hughes, inspector of schools, Toronto, Ont.

"On the Elementary School." F. W. Parker, principal of Cook County normal school, Illinois.

THURSDAY.

Ideals in Education.

1. "What Should the Elementary School Accomplish for the Child?" Miss N. Cropsey, assistant superintendent of schools, Indianapolis, Ind. Discussion: Miss E. C. Davis, supervisor of schools, Cleveland, Ohio, Arnold Tompkins, chair of pedagogy, University of Illinois.

2. "What Should the High School do for the Graduate of the Elementary School?" F. Louis Soldan, superintendent of schools, St. Louis. Discussion: Pres. Joseph Swain, Indiana university.

3. "What Should the College and University do for the Graduate of the High School?" James H. Baker, president of the University of Colorado. Discussion: Supt. O. H. Cooper, Galveston, Texas.

Round Tables.

1. "City Superintendents." James M. Greenwood, superintendent of schools, Kansas City, chairman and leader in discussion.

2. "State Superintendents." Charles R. Skinner, state superintendent of New York, chairman and leader in discussion.

3. "County Superintendents." Joel D. Mead, county superintendent of Duval County, Florida, chairman and leader in discussion.

4. "National Herbart Society." John Dewey, department of philosophy, Chicago university, chairman and leader in discussion.

5. "The Spelling Problem." Edward R. Shaw, School of Pedagogy, New York university, chairman and leader in discussion.

"Some Educational Questions Pertaining to the New South." J. L. M. Curry, agent Peabody fund.

Reports of Committees.

RAILROAD ARRANGEMENTS.

THE SOUTHERN STATES PASSENGER ASSOCIATION and the CENTRAL TRAFFIC ASSOCIATION have agreed to sell tickets from points within their territory to persons attending the meeting of the Department of Superintendence on February 18, 19, and 20, 1896, under the following conditions:

First.—Each person desiring the excursion rate must purchase a first-class ticket (either limited or unlimited) to the place of meeting, for which he will pay the regular fare, and must obtain from the ticket agent a printed certificate of purchase of the standard form.

Second.—If through tickets cannot be procured at the starting point, parties will purchase to the nearest point where such through tickets can be obtained, and there purchase through to place of meeting, requesting a certificate from the Ticket Agent at the point where each purchase is made.

Third.—Tickets for the return journey will be sold by the ticket agent at the place of meeting, at one-third the first-class limited fare, only to those holding certificates signed by the ticket agent at point where through ticket to place of meeting was purchased countersigned by the signature of R. E. Denfield, Secretary, Department of Superintendence, of the National Educational Association, certifying that the holder has been in regular attendance at the meeting and vided by the Special Agent of the Southern State Passenger Association who will be in attendance.

Fourth.—Tickets for return journey will be furnished only on certificates procured not more than three days before the meeting assemblies, nor more than three days after the commencement of the meeting, and will be available for continuous passage only; no stop-over privileges being allowed on tickets sold at less than regular unlimited fares. Certificates will not be honored unless presented within three days after the adjournment of the meeting. It is understood that Sunday will not be reckoned as a day.

Fifth.—The certificates are not transferable. No concession on rates will be made in case of failure to secure certificate of purchase.

Sixth.—Similar concessions have been made by most other associations throughout the country and it is now believed that all will finally make concessions. Delegates must take receipts from the lines on the territory of each Passenger Association.

From a few points in the United States, tourist tickets will be found preferable to certificate rates, chiefly on account of stop-over privileges thereby obtainable.

HOTELS.

Windsor, headquarters of the department, \$3.00; Everett, \$3.00, \$2.50, two in a room; St. James, \$1.00; Placide, \$3.00; New Duval, \$2.50, \$2.00 two in a room; Geneva, \$2.50; Carleton, \$3.00; St. Johns, \$1.50.

The city of Jacksonville has given ample assurance that she will do all she can to make our stay there pleasant and profitable. Several free excursions particularly on the St. Johns river and to the Atlantic, have been arranged by the city; while the railroads have arranged for many others at a very low rate of fare.

Department of Superintendence,

NATIONAL EDUCATIONAL ASSOCIATION.

The next annual meeting will be at Jacksonville, Fla., Feb. 18-20. The attendance from the East and New England states will be very large. The New England delegation and most of New York have selected their route, and will meet at Washington, D. C., and go in a body from there. Mr. A. E. Winship will be in charge of the New England delegation, the route selected is via the "New Florida Short Line," by way of the Pennsylvania Railroad, the Southern Railway, and the Florida Central and Peninsular Railroad, and is really about forty miles shorter than the previous routes. This line has an elegant train of the finest and most modern Pullman Drawing-room, Sleeping and Compartment Cars. Observation and Library and Hotel Dining Cars, with other first class conveniences.

This great train leaves New York at 3.20 P. M., every day, running directly through to Jacksonville, and reaching there the following evening at 6.30 P. M. Also a companion train known as the United States Fast Mail, which takes the New York papers of one morning and puts them in Jacksonville the following morning for breakfast, performing a service in this direction never dreamed of before the completion of this great new route.

The route from New York to Philadelphia runs through what seems to be one continuous suburb; after Philadelphia comes Washington, where even familiarity can not dim the beauty of the approach and entrance

THE NATURAL SYSTEM OF VERTICAL WRITING.

Six numbers. Each
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By A. F. NEWLANDS and R. K. ROW.

RECOGNIZING the fact that much of the opposition to vertical writing has been the result of clumsy and imperfect attempts to imitate in vertical writing the copies of the ordinary slanting hand, the authors of the Natural System of Vertical Writing have prepared a series of books on original principles. The books present copies especially adapted to the vertical position, easy to make, therefore readily learned and rapidly executed. The style is in a round and graceful hand tending to preserve individuality in writing.

In the lower books are a large number of small outline illustrations, thus securing the child's interest in the writing lesson and adding to the mechanical practice the stimulus of thought. The grading of the books and the form of the copies have been carefully worked out by the authors, one of whom is the pioneer vertical writing supervisor of America, and the other a teacher of much experience in training and normal work.

These books emphasize to a greater degree than any others simplicity, legibility, practicability and individuality in writing.

D. C. HEATH & CO., PUBLISHERS, Boston, New York, Chicago.

into the great capital of the nation, nor the still greater beauty of the exit as we cross the Potomac in sight of Arlington heights, in full view of the old Lee homestead, from Alexandria to Lynchburg, every inch of ground is historical. Rapidan, Orange Courthouse, Brandy station, Culpepper, Bull Run, Manassas, Charlottesville where is located the old times seat of learning, the University of Virginia; from the car window can be seen Monticello, the home of Thomas Jefferson.

The New York and Florida Short Line continues along through the beautiful valleys of Virginia, and dashing across the winding James River, makes a short stop at Lynchburg, a beautiful and wealthy city crowning the hills on the west of the railroad; fine scenery is on every hand. The mountains are at the west, with trees reaching to their tops, softening their outlines and crowning their summits as with a laurel wreath.

In a little while, passing over the waters of the hurrying Dan, you halt again for a few minutes at Danville, an important manufacturing and tobacco center, and famous tobacco market; from here are shipped from thirty to forty million pounds of the Virginia weed every year.

The direct line to Florida takes you through Charlotte, N. C., one of the most attractive cities in the South, situated in the county of Mecklenburg, indissolubly connected with the War of the Revolution, and having there a branch of the United States Mint, a very attractive and enterprising city. Everywhere there are the assurances of wealth, thrift, progress, and improvement; broad, well paved streets; well built, business-like appearing storehouses; fine residences, with grand old trees and well kept lawns; busy, bustling factories—all these make her the "Queen City of the old North State." From Charlotte the "Limited" goes direct to Columbia, the capital of the Palmetto state. One of the most important advantages of this great through line is the fact that by it all uninteresting lowlands are avoided, the route is all the way over the higher plateaus, and through scenery infinitely superior to any other line, as it traverses the glorious Piedmont section.

Savannah is pre-eminently a beautiful city, and it is to the fortunate early arrangement of the town by Oglethorpe, that it owes much of its loveliness of to-day. No other American city has such wealth of foliage, such charming seclusion and such sylvan conditions, united with all the conveniences and compactness of a great commercial city. The squares which were originally intended as places of refuge for the colonists in time of attack, are now the breathing spots of the city. They are adorned with statues, fountains, and mounds, gigantic oaks and magnolias, with here and there catalpa and banana trees, within five hours' ride of Savannah is Jacksonville, the place of meeting.

The track of the Florida Central and Peninsular Railroad enters Jacksonville almost directly where the broad sweep of the river curves abruptly from its southward course, eastward towards the sea. Other roads also enter near the same point; but while these have their depots and grounds quite at the southwestern extremity of the city, necessitating the traversing of quite a distance into the central portion thereof, the grounds of the Florida Central and Peninsular lie stretched along the river front for about half a mile, giving room for its extensive and always busy and crowded lumber wharves and log ships, and on beyond these, up into the heart of the city, the passenger and freight trains speed almost to the very walls of the great Astor block. Three blocks away are found most of the prominent hotels in the city.

Delegates returning from Florida will be given special rates at Columbia to return via the Mountains of Western North Carolina, Asheville, and Hot Springs.

The Southern Railway (Piedmont) has arranged for special low rates for the above occasion and those who contemplate going will find it to their interest to communicate with the General Eastern Office, 271 Broadway, New York city.

Jacksonville Hotels.

Hotel St. James needs no introduction to visitors to Florida. From a small beginning, in 1860, it has increased in size and added to its appointments with increasing popularity. It has more than seven hundred feet of veranda for promenade; the location is unsurpassed, being on the

highest ground in Jacksonville, facing the St. James Park; it has accommodations for five hundred guests; the table is supplied with carefully filtered rain water, absolutely pure, with artificial ice made from distilled water; and the choicest meats, fruits, and vegetables from Northern and Southern markets.

There are telegraph and ticket offices in the house where tickets may be bought and baggage checked to all points. An exceptionally fine orchestra furnishes music morning and evening, and on Saturday evenings an informal hop is given in the parlors.

There is a first class livery connected with the house, and turnouts of all descriptions may be obtained at moderate prices.

The house is fitted with electric lights, electric bells, and steam heat in halls and public rooms. There are bath rooms en suite, and an elevator, and in fact everything which will conduce to the comfort and convenience of its guests is thought of and provided by a generous management. The members of the Department of Superintendence will have the special rate of \$3.00 per day.

Address, by mail or telegraph, J. R. Campbell, proprietor, or C. O. Chamberlin, manager, Jacksonville, Fla.

Hotel Placide.

The Placide is a new building, completed December, 1893. Its construction and appliances are all of modern design and finish. The sanitary arrangements are excellent, the plumbing being thorough and systematic, and the drainage perfect. The hotel is arranged to accommodate both transit and permanent guests. The new proprietor has just had it thoroughly overhauled and re-decorated, and newly furnished with exceptionally fine furniture throughout, and it ranks among the best hotels in the city.

The cuisine is all that could be desired, the cooks are the best that can be obtained, and every possible attention will be given to the dining room, and nothing will be omitted which can contribute to the health and comfort of the guests.

The rooms are arranged either singly or in suites, and as many bed-rooms as desired. The house having an eastern and southern exposure, the rooms are light, airy, and cheerful. There are open fire-places in nearly every room in the house.

The proprietor has had much experience, and strives for the success of the Placide. He asks for patronage, and can safely promise a thoroughly comfortable house. The editor of THE SCHOOL JOURNAL knows Jacksonville thoroughly and will bear good testimony for the Placide.

To teachers attending the association the terms will be, two in a room, \$2.00; one in a room, \$2.50 and upwards.

Baggage checked to all points direct from the hotel.

N. L. WARD, Proprietor.

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is cheaper than any quantity of cure. Don't give children narcotics or sedatives. They are unnecessary when the infant is properly nourished, as it will be if brought up on the Gail Borden Eagle Brand Condensed Milk.

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Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year; EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly, 30 cents a year.

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Freligh's Tonic

A Phosphorized Cerebro-Spinant

as a nerve sedative, as they are to-day. Contains no opiate of any kind. Perfectly safe. Prompt relief. Builds up and strengthens the whole system.

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Every Bottle.

New Books.

The fact of a series of books, like the *Heart of Oak Books*, being edited by Charles Eliot Norton is sufficient to insure both pedagogical soundness and high literary merit. He holds and rightly that the imagination is the faculty that should be specially cultivated; it is the one that is usually neglected. The best means, and the usual one, for the cultivation of imagination, is literature. There is much literature that even the youngest pupils can appreciate. *The Heart of Oak Books* begin with this child literature and proceed, step by step, to more difficult selections. No. 1 is made up principally of Mother Goose rhymes and jingles, and is intended for the nursery as well as the school. It is for reading to the child as well as reading by him. The editor holds that the child will become familiar with printed words sooner if he is already familiar with their sounds, as in the case of these nursery rhymes. No. 2 is a collection of fables and nursery tales. In it are found some selections from Æsop and recent writers of fables as with many familiar stories, as "The Three Bears," "Jack and the Beanstalk," etc. In No. 3 are fairy stories and classic tales of adventures from such writers as Andersen, J. and W. Grimm, Tennyson, Emerson, Wordsworth, Shakespeare, etc. No. 4, contains selections from Longfellow, Lowell, Hawthorne, Whittier, Bryant, Emerson, Scott, Shakespeare, Bunyan, Franklin, Tennyson, and many other writers of pure literature. In Nos. 5 and 6, classic selections from the best poets, historians, novelists, orators, etc., of England and America are given. The pupil who reads these books through cannot fail to have his taste for good literature improved. Though intended primarily for schools, the books are of so interesting a character that they will be widely read by people long past their school days. (D. C. Heath & Co., Boston.)

In the *English Grammar*, by Florence Benton, head of the collegiate department of Miss Spence's school for girls, only the essentials are given. She treats of the parts of speech and sentences, in a brief and explicit way and gives one or more examples under each definition. Many text-books have too much in them. The chief merit of this consists in the brevity and exceeding clearness in which everything is presented. (J. B. Lippincott Co., Philadelphia, 40 cents.)

A Lecture on the Study of History delivered at Cambridge, June 11, 1895, by Lord Acton, regius professor of modern history, is issued in a small volume. It is a broad, scholarly presentation of the principles connected with modern history. College students will find it profitable reading. (Macmillan & Co., New York, 75 cents.)

Mr. Marshall W. Davis, A. B., does not believe in superficiality. By his edition of *Molière's Les Précieuses Ridicules* (Ginn & Co., 1895) he has rendered a marked service to English speaking pupils who are preparing for advanced French in colleges.

With the help of a special vocabulary and carefully elaborated notes, they enter both into the spirit of the language and the spirit of the play. But the task of the editor did not stop here. He added a biographical sketch of Molière, a history of his plays, the critical estimates of Molière by Goethe, Voltaire, Sainte-Beuve, and also some other valuable documents, all furnished with precious notes by himself. Thus the students become prepared for a further study of other works by Molière and his contemporaries. Mr. Davis' book will remain useful for generations, as it ushers the reader into the spirit of *Le Grand Siècle*, a period rich in historical, social, and literary interest. —SULZBACHÉ.

A Primer of the History of Mathematics, by W. W. Rouse Ball (Macmillan & Co., 65 cents). To the ordinary student, mathematics often appears to be a sort of revelation which some-

where and at some time sprang into existence in a complete state and to which nothing really new can be added, although the old principles may be applied to harder and harder problems. Mr. Ball's fascinating little book will show the matter in an entirely new light. "The Primer," which is written in a bright popular style, contains an extremely well condensed history of mathematics, including some interesting biographical sketches of the most famous mathematicians. Anyone who cares for mathematics at all, and especially teachers, will find the book very interesting and suggestive reading. F. M.

A condensed account of the divinities of Greece, Rome, Egypt, Scandinavia, Germany, and India is contained in the *Manual of Mythology*, by Alexander S. Murray, of the department of Greek and Roman antiquities of the British museum. Especial attention is called to the introduction, which shows how the Greeks themselves looked upon the stories of the gods, and how their ideas concerning them changed with the development of their civilization. This introduction is particularly valuable as explaining in a general way, the meaning of the myths, and thus leading to a higher appreciation of their moral truth and beauty. Large space is given to the Greek mythology and each of the deities is described and an account given of the different modes of worship, with many appropriate poetical quotations. The book is copiously illustrated, there being a number of full-page colored plates representing the gods and goddesses as depicted by ancient sculptors. It will be in great demand for class use and for libraries. (David McKay, 23 South Ninth street, Philadelphia. \$1.25.)

Leçons d'Anglais, Method Naturelle, first book by John Ahern (Dussault & Proux, Quebec), should be carefully examined by those who wish to teach English to French-speaking people. When the work of John Ahern, formerly a teacher in the academy of Montreal, actually professor of English in l'Ecole normale Laval (France), is known, his book and surely his method will guide the foremost English teachers in French schools. For, if there is to be any enthusiasm for a natural method, the language for which such method is most beneficial, is the English. SULZBACHÉ.

Comfort in Travel

is realized in the highest degree on the famous fast trains of the Michigan Central, "The Niagara Falls Route," between Buffalo and Chicago in connection with through trains from the east. Passengers are granted the privilege of stopping off en route at Niagara Falls, or if time will not permit, can obtain from the car windows, or the platform at Falls View the grandest and most comprehensive view of the great cataract. All day trains stop five or ten minutes. For full information inquire of local ticket agents, or address W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.

A Great Train to the Royal Palms.

The Southern Railway announces the re-establishment of its famous "New York and Florida Short Line Limited" trains for season of 1896—first train southbound leaving New York Monday, January 6, and daily thereafter.

These trains are composed of the finest equipment that the Pullman Company can supply, consisting of the latest design Compartment, Observation, Sleeping and Dining Cars, and first-class Vestibuled Day Coaches, operating between New York and St. Augustine; also attached to this train is Pullman Drawing Room Sleeping Car New York to Tampa and Augusta.

The route is over the Pennsylvania R. R. from New York to Washington, thence over the Southern Railway's own rails through the beautiful and historical Piedmont section of Virginia, North and South Carolina, to Columbia, at which point connection is formed with the Florida Central & Peninsular R. R., which takes the train through an interesting section of the South.

Leaving New York at 3.20 P. M., Jacksonville is reached the following evening at 6.30 and St. Augustine at 7.40 P. M. The journey to Jacksonville or St. Augustine takes only a day.

Florida tourists should bear in mind the fact that Western North Carolina is reached only by the Southern Railway, and that cheap auxiliary trips may be made into that delightful country in the most comfortable manner en route to or from Florida.

Booth's Pocket Inhaler Outfit, by mail, \$1.00

The Australian "Dry Air" Treatment of

Asthma, Bronchitis, Catarrh, Coughs, Colds, Laryngitis, Etc.

(Mention this paper.)

45 Harvest St., DORCHESTER, MASS., January 25, 1896.
Your invaluable remedy, Hyomei, has cured me of Catarrh (that had defied the power of many so-called cures. I would not be without Hyomei and my Pocket Inhaler on any consideration. I am subject to colds, and I find that Hyomei breaks them up at once. It seems to penetrate the affected part like magic. I believe it to be the greatest preventive of pneumonia ever discovered. Hyomei has also cured a friend, Miss Annie McMurtre, of a most chronic case of Asthma. For three weeks she has sat in her chair day and night. She retired to her bed the evening of the day she began using Hyomei, and slept naturally. She has had no return of Asthma since using Hyomei last spring.
MRS. HATTIE DAVIS.

Hyomei is a purely vegetable anti-septic, and destroys the germs which cause disease in the respiratory organs. The air, charged with Hyomei, is inhaled at the mouth, and, after permeating the minutest air-cells, is exhaled through the nose. It is aromatic, delightful to inhale, and gives immediate relief. Consultation and trial free at my office.

Pocket Inhaler Outfit, Complete, by Mail, \$1.00. Consisting of pocket inhaler, made of deodorized hard rubber (beautifully polished), a bottle of Hyomei, a dropper, and full directions for using. If you are still skeptical, send your address; my pamphlet shall prove that Hyomei cures. Are you open to conviction?

R. T. BOOTH, 18 East 20th St., New York.



Woman's Beauty.

Chicago, Aug. 31, 1894.

Some people seem to think that a tonic is only necessary when they have run so low as to have to consult a physician. This is incorrect. I say, every physician says, "Eat well, drink that which is nourishing and energy-giving." I know of nothing which answers this purpose better than Pabst Malt Extract. The "Best" Tonic. Ladies, especially, will find Pabst Malt Extract a splendid tonic to build up their systems, changing that weary, tired feeling to one of energy and activity, giving them strength, both physical and mental, to bear those thousand and one exacting household cares.



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New Books.

In what he names *Substantial Christian Philosophy* William Kent, M.D., compiles the thoughts of great writers on the highest problems that have ever engaged human minds, interspersed with his own opinions and comments. After defining terms, etc., he considers bioplast or protoplast, motion, animal electricity, heat, odor, sound, immaterial forces, animal mind force, human mind force, spirit force, conscience, etc. The book is specially designed for young people. (John B. Alden, New York)

One of the happiest hits of the century in a literary way was Dr. Holmes' *Autocrat of the Breakfast Table*. The plan allowed the author to give expression to his philosophy of life in the most unconventional way—to work in anecdote, humor, epigram, and various illustrations in a style that bubbles up fresh and charming as a mountain spring. This famous American classic has been published as number 81 (triple number) of the Riverside Literature series, with the various prefaces, the Autocrat's autobiography, notes, and an index. The volume is cloth bound and is intended for supplementary reading and school libraries. (Houghton, Mifflin & Co., Boston. 50 cents.)

Hundreds and thousands of young people look forward with pleasure to the advent of *Harper's Round Table*, from which they draw both instruction and amusement. The quality of the productions, both artistic and literary are so high that it may be said to be without a rival in its particular field of weekly journalism. One cannot conceive how large and various a quantity of high class matter is issued in this periodical during the year until he examines the contents of the bound volume. That for 1895, which we have before us, contains series of articles on bicycling, building of modern wonders, great men's sons, great state papers, heroes of America, New York city, typical American schools, etc. The boys will be particularly interested in the series of maps for wheelmen, giving routes of cycling tours in New York, Connecticut, Rhode Island, Massachusetts, New Jersey, and Pennsylvania. The articles in this large volume of nearly eleven hundred pages run up into the hundreds. It ought to be in every home; through it the boys and girls have history, science, and many other things. (Harper & Brothers, New York.)

Literary Notes.

Women are taking up the art of book-binding, and one of them, Miss S. T. Prideaux, has already won the highest distinction in England in its practice. This lends particular interest to the article on "Design in Book-Binding" in the February *Scribner's* by Miss Prideaux with examples of her best work.

A book that possesses a special timeliness in connection with present international issues is *The History of the Foreign Policy of Great Britain*, by Montague Burrows, Chichele professor of modern history in Oxford, just published by the Putnams. The work presents in outline the main features of the relations of Great Britain with foreign states from the time of Henry II. down to the beginning of 1895.

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MON. TUES. WED. THUR. FRI. SAT. SUN.

SAPOLIO

USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

No one ever thought of introducing so expensive a feature as lithographic color work in the days when the leading magazines sold for \$4.00 a year, and 35 cents a copy. But times change, and the magazines change with them. It has remained for *The Cosmopolitan*, sold at one dollar a year, to put in an extensive lithographic plant, capable of printing 320,000 pages per day (one color). The January issue presents as a frontispiece a water-color drawing by Eric Pape, illustrating the last story by Robert Louis Stevenson, which has probably never been excelled even in the pages of the finest dollar French periodicals. Hereafter the cover is to be a fresh surprise each month.

Three characteristic letters by James Russell Lowell, never before published, are printed in the February *Century*. The letters describe the habits and the songs of the birds at Elmwood, the Cambridge home of Lowell. Henry M. Stanley, in an article on the "Development of Africa," recalls the fact that troubles with the Boers in Southern Africa first induced David Livingstone to travel to the north, and so led the way to the opening of Equatorial Africa. Livingstone, who was a missionary at Kolobeng, accused his Boer neighbors of cruelty to the natives. They resented his interference, and threatened to drive him from the country. He published their misdeeds in the Cape newspapers, and his house was burned in revenge. This led to his leaving Southern Africa and going to a region where he could follow in peace his vocation as a missionary, unmolested by the Boer farmers.

Ginn & Co., will have ready this month, in the International Modern Language Series, *Wissenschaftliche Vorträge von Emil du Bois-Reymond*, edited with notes and introduction by J. H. Gore, Ph. D., professor of mathematics (formerly of German) in the Columbian university. The purpose of the editor in preparing for class use some of the lectures of Du Bois-Reymond has been to place in the hands of students reading matter which is extremely interesting in itself, and which will also serve as an aid in the acquisition of a knowledge of the style and vocabulary of technical German.

A timely and interesting article in *The Chautauquan* for January is that by Prof. Edward B. Rosa, Ph. D., on "The Evolution of an Electric Motor," accompanied by twelve cuts illustrating all stages in the development of this modern-time essential.

The first issue of the *Electrical World* for 1896 is the largest number of an electrical journal ever published (136 pages) while the edition published is also the largest (18,000 copies). Among the features of the number are the following: A series of articles on "Central Station Working;" the closing of the controversy on the "Inven-

tion of the Electromagnetic Telegraph," and the "Digest of Current Technical Electrical Literature."

D. Appleton & Co., have issued a volume entitled *The Monroe Doctrine and Other Studies of American History*, by Prof. J. B. McMaster. In addition to his timely and important elucidation of the Monroe doctrine, Prof. McMaster treats of the third term from the historical point of view, and discusses other political and financial subjects of grave importance as illustrated by the light of history.

Prof. James Sully's delightful *Studies of Childhood*, some of which have appeared in Appleton's *Popular Science Monthly* during the past year, are now issued in book form. Written by a psychologist whose other works have won him a high position, these studies proceed on sound scientific lines in accounting for the mental manifestations of children.

The January number of *The Writer* (Boston) begins the ninth annual volume of this magazine for literary workers. Its features include a third article in the series on "How to Write Stories for Boys," by Harry Castlemon, the popular juvenile writer; articles in the "Editorial Talks with Contributors" series, by Joseph Newton Hallock, editor of the *Christian Work*, and Edwin D. Mead, editor of the *New England Magazine*, etc.

Godley's Magazine has brought out another novelty for the January issue, in the shape of a Woman's Number. All the articles, stories, and poems in it are either by or about women.

G. P. Putnam's Sons have announced the publication of *The Red Republic, a Story of the Time of the Commune*, by Robert W. Chambers. The scene of this story is laid in Paris during the exciting winter and spring of 1871, just after the German siege, and when the city was in the possession of the Commune.

Interesting Notes.

The Chinese pharmacopeia contains many peculiar remedies. Snow-water is supposed to be good for worms, while hail-water is poisonous. Amber is nervine. Ink is a diuretic, and gunpowder is a vermifuge. Benzoin is good for stomach-ache. It is much adulterated, but there is a sure test. If real, its fumes will charm rats out of their holes. Wheat bread is prescribed for a variety of complaints, and bread-pills are an old remedy with Celestial doctors. Verdigris is good for skin troubles. Ambergris is a substance coughed up by dragons, and is excellent for healing. Plasters of elephant hide are useful for wounds that heal slowly. Dried scorpions and seed-pears cure a number of diseases. Ashes of paper are an astringent.

The Engineer, London, of a recent date, has an account of the experiments of Mr. C. A. Stevenson, of Edinburgh, Scotland, on a method of indicating to ships their positions in a harbor when the weather is thick, or in a foggy night. By his plan, a cable conveying an alternating current is moored in a known position, and its inductive action upon proper instruments on the ship, enables the latter to know its place at once. A cable constructed by Mr. Stevenson was found to act plainly through 180 feet of water.

The United States patent office authorities sent to Duluth a chemical expert on an application for a patent for a new process of obtaining aluminum from its oxide. The process includes chemical combinations heretofore supposed to be impossible, and

That Tired Feeling

So common at this season, is a serious condition, liable to lead to disastrous results. It is a sure sign of declining health tone, and that the blood is impoverished and impure. The best and most successful remedy is found in

HOOD'S Sarsaparilla

Which makes rich, healthy blood, and thus gives strength to the nerves, elasticity to the muscles, vigor to the brain in and health to the whole body. In truth, Hood's Sarsaparilla

Makes the Weak Strong

Be sure to get Hood's and only Hood's. \$1; six for \$5. Prepared only by C. I. Hood & Co., Lowell, Mass.

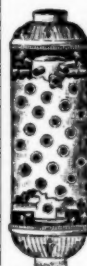
Hood's Pills cure nausea and biliousness.

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The only Raw Food.

Builds up bone and muscle, creating new blood daily.

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SAVE 1/2 YOUR FUEL

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